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VOL. 57 January, 1, 1932 No. 1

Placement by Library Schools
Gertrude Gilbert Drury

Cataloging League of Nations Publications
Elizabeth L. Gordon

Scientific Literature on the Reading Interests of School Children
Warren W. Coxe

Problems Faced by a Young Commission
Christine Sanders

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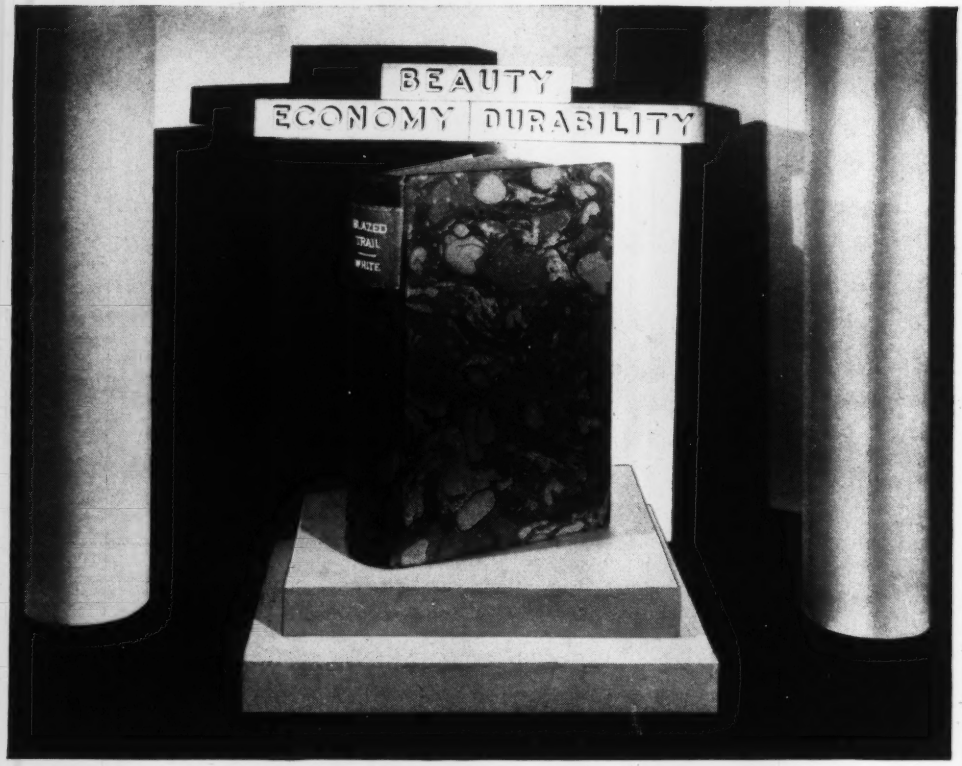

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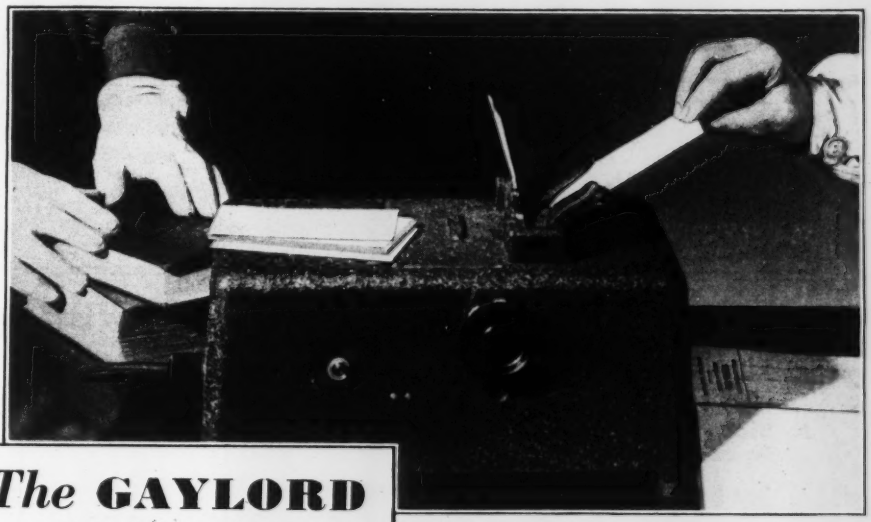

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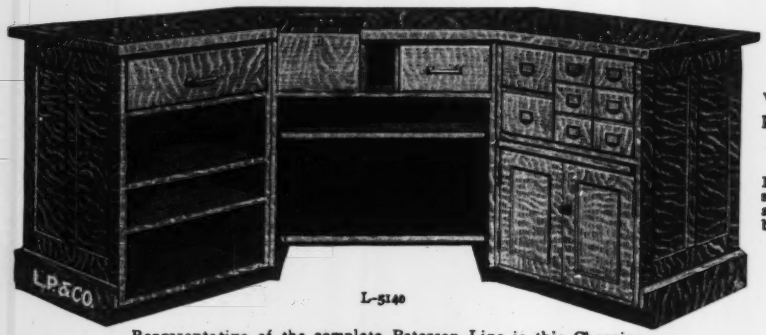

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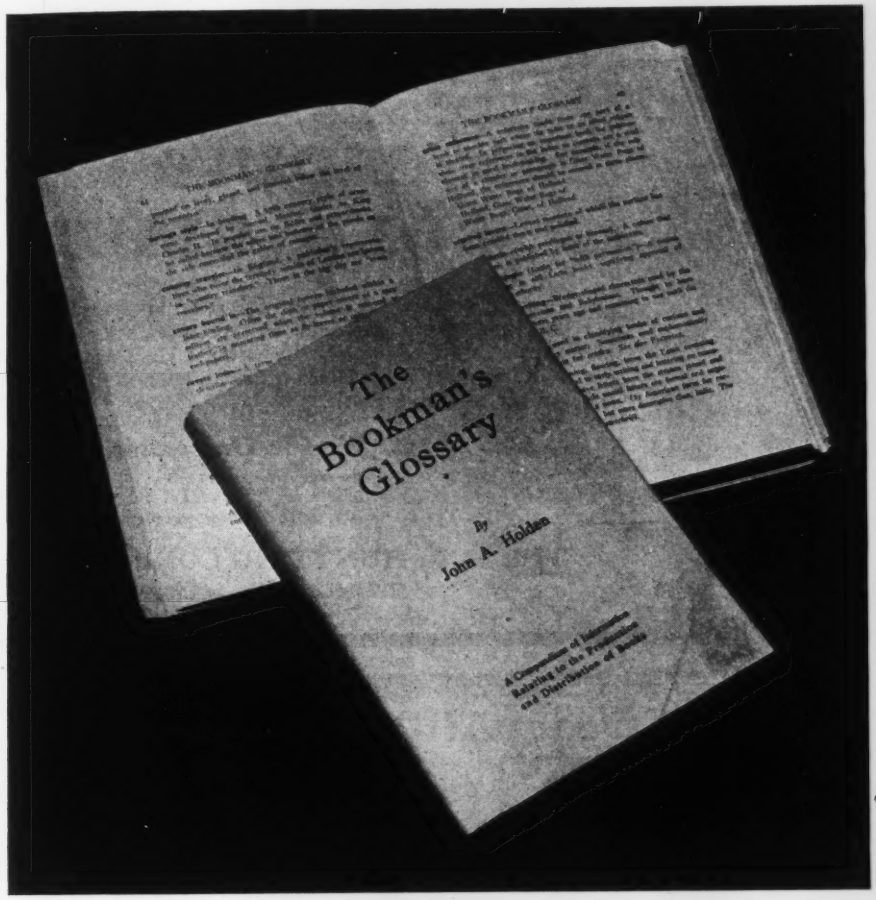

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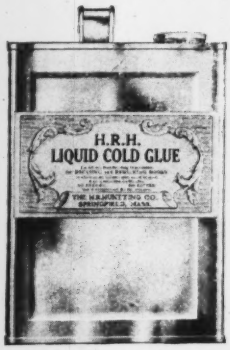

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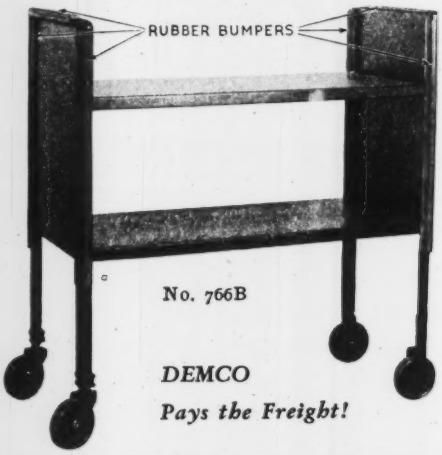

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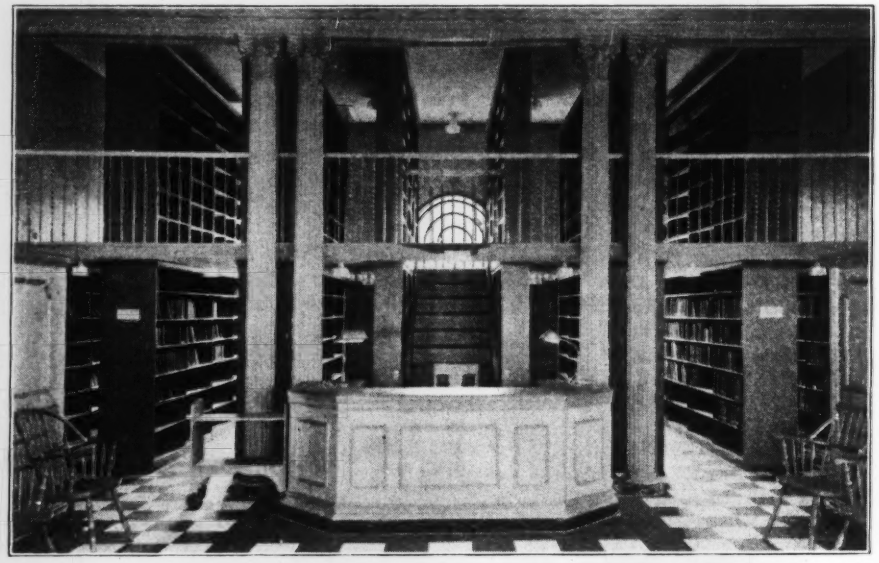
Forthcoming Issues of
THE LIBRARY JOURNAL

The January fifteenth issue of THE LIBRARY JOURNAL will be devoted to foreign libraries, including a description of the new national library at Peiping, an article on "The Beginnings of Unified Library Service in U.S.S.R." by Harriet G. Eddy who has spent five months in Russia observing library organization, an article on libraries in the Philippines, and several other short articles according to the available space.

A report of the Midwinter Council meetings in Chicago will be given and, as we have arranged for a stenographer to be present at the discussion on "Libraries in the Depression," this important material will be reported promptly.

In this number we present Travel Plans of the New Orleans conference and other material on this subject will follow as available.

B. E. W.



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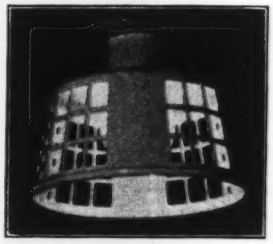

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THE LIBRARY JOURNAL

Scientific Literature on the Reading Interests of School Children

By WARREN W. COXE

Director, Educational Research Division, New York State Education Department

THE changes which have taken place in the teaching of reading during the past twenty years are hardly understandable until we arrange the facts before us. Twenty or twenty-five years ago if children read one primer while in the first grade they were making satisfactory progress. Today it is not unusual for children to read five or six and sometimes twelve or fifteen. Then children were first taught their A B C's. Now it sometimes happens that children cannot repeat the alphabet until they are in the third or fourth grade. Then the stories read by children were uninteresting and the vocabulary range very narrow. Today, even in the first grade, children are taught to read for the thought of stories which are interesting.

While great progress has been made in the teaching of reading, a careful analysis of this progress will reveal the fact that it has largely consisted of very greatly improved methods in teaching how to read with very little attention directed toward teaching what to read. As a matter of fact, the teaching of the one without the other may result in mal-education, that is the training of citizens whom we will agree are not the most desirable.

This very sketchy consideration of the history of the teaching of reading throws into relief very clearly the place which the library can and should play in the reading development of every child. I take it that it is not the function of the library to teach children how to read. Librarians are not trained for this work, nor do they ordinarily have facilities or time to do it. School teachers have been specifically trained to do this. Supposedly they have been trained, although I grant you not so well, in developing in children taste for good literature. The school must continue to encourage better tastes, but this phase of the work can be shared successfully by librarians.

Before enlarging upon the theme which I have tried to state, I should like to call your attention to a movement in education which opens up the possibility of a far greater influence on the part of the library than has ever been possible heretofore. I refer to the so-called progressive education movement. I mention this with a slight amount of hesitancy, because I am not a thorough convert of the so-called progressive education, at least as it is sometimes practiced. Possibly I shall make my position clear by imagining two extreme methods of education. In the first, or older method, a body of subject matter was determined by adults. Their determination was made in the light of what they supposed to be adult needs, adult interests, and religious and social ideals. After this body of information was determined, the teachers were set to the task of imparting it to children. Much of the time it was of little interest to children. Children studied because they had to and what

Paper read before New York State Library Association, Lake Placid, N. Y.

they studied did not really become a part of themselves. It was something superimposed. Gradually we came to realize that this type of instruction did not function, that it was not getting the results we wanted. As usual in America, there was a swing to the opposite extreme and we find educators advocating that children should choose for themselves the subject matter which they are to learn. Of course they advocated some guidance in this, but the principle was that what the child was interested in would prove of greatest educational worth to him. As all of you realize, if this principle were carried out completely it would result in the training of little anarchists, children who would respect no law, children who would fail to subscribe to authority and who would be controlled largely, even entirely, by their own personal desires. Whenever progressive education is interpreted in this extreme fashion it seems to me dangerous. But this progressive education movement should be mentioned in connection with the librarian's opportunity to guide the reading habits of children, because to the extent which the schools will permit children to exercise their own initiative in choosing what they shall read, to that extent the library can step in and be of tremendous service. I wish, therefore, that what I may report to be the results of scientific investigation you would translate into ways in which the library may influence the child's interests in reading. Of necessity you must understand children and what, in general, children like to read before you can in any individual case exercise any guidance. You might destroy the child's interest in reading by suggesting books which are not appropriate. You might be instrumental in developing permanent and socially desirable reading interests if, through an understanding of the child, you open up to him new fields of interest.

In discussing the scientific literature on reading, it is obvious that I must confine myself to certain phases. It has seemed that those phases which would be of most interest to library workers would be those which center around the amount of independent reading which may be expected of children, the types of books and magazine articles which children read, and the analysis of those qualities of writing which seems to determine what is interesting to children. In addition to these topics I also want to touch upon one other topic, not because there is much literature on this subject, but because it seems to me of very great importance, namely, methods which may be used by teachers and by librarians in arousing interest in good reading.

The amount of independent reading which children do has been analyzed in several different ways. One way has been to find what per cent of children read books, magazines and newspapers independently. Another approach is to find out how many books, magazines and newspapers are read by boys and girls. Both types of studies reveal one outstanding fact, namely, that the amount of independent reading increases rapidly toward the middle and upper grades and remains at a fairly high level during the high school period. The per cent of children in one city in California who had their own library cards increased from 15 per cent of the boys and 8 per cent of the girls at age 9, to 69 per cent of the boys and 83 per cent of the girls at age 18.[1] From this study one gets the idea that below the age of 16 a larger percentage of boys than of girls read library books, but that above 16 years boys and girls reverse places. In a study[2] which reports the average number of books read, it appears that the amount of independent reading falls off with the beginning of high school. The investigator explains this by saying that the amount of required reading is so much greater that this is inevitable. The average number of books read by boys in grade 6 is 12½, in grade 8, 20. In grades 9 and 10 it dropped to 14½ and 11½, but increased again in grades 11 and 12. For girls in grade 6 the average number of books read was 13, in grade 8, 16. This dropped in grade 9 to 12, increased slightly in grades 10 and 11 and in grade 12 amounted to 12 books. The reading of magazines and newspapers seems to be fairly universal above the fifth grade. The character of the magazines and the sections of the newspapers which are read are not always satisfactory.[3] Frequently the only part of the newspaper is the "funny" section and somewhat less frequently the sports page. Frequently the magazines are the cheap fiction journals.

One caution ought to be observed in interpreting not only the investigations which have been mentioned, but other investigations which will be reported later. The results of careful study in one community differ from the results of equally careful studies in other communities. In any community in which one of you may be working the situation may be different from situations which I am describing. There has been so little investigation of community differences with regard to pupils' reading interests that no general statement can be made in

[1] Vostrovsky, Clara, "A Study of Children's Reading Tastes," *Pedagogical Seminary*, VI, 524.
[2] Smith, Franklin Orion, "Pupils' Voluntary Reading," *Pedagogical Seminary*, XIV, 209.
[3] Nelson, K. Irene Bowman, "Newspaper Reading of High School Pupils," LIBRARY JOURNAL, LII, 1028-29.

regard to the extent to which the communities differ from each other nor in regard to the causes of such differences. Any figures which I may mention may be much higher or much lower than would be true in your community.

The next main topic which I shall review is one which probably is more usable for your purposes than any other I shall discuss. This topic will include, in some cases with detail, an analysis of children's reading interests. There are two ways in which this topic can be reported. One is by a detailed list of reading material, and the other an analysis of the types of reading material. The topic is so important, however, that I venture to report some of the more interesting conclusions of both kinds.

It should be pointed out to begin with that children in all grades prefer, in general, prose to poetry. This has been demonstrated by a number of studies. There is a little difference between boys and girls with regard to interest in poetry; girls, as has generally been said, liking poetry more frequently than boys. Although this is true with regard to poetry in general it may not be true of a particular poem. Some pupils, in one study,[4] who stated they dislike poetry admitted that they did like "The Village Blacksmith," "The Barefoot Boy," and "The One Horse Shay." Why there should be this general dislike for poetry is not clear. It may be due to the fact that educators and librarians are ignorant of the kind of poetry children might be interested in. It may be due also to the way in which poetry is presented or taught to the children. The results of the investigations mentioned may mean either of two things, therefore, they may mean that we should not force poetry on children, or they may mean that we should study more carefully what poetry children will read with interest.

In Dr. Jordan's study[5] he compares the reading interests of a group of school children in 1917 with another group in 1925. The two groups are not only separated from each other by eight years in time, but also by considerable distance, the first group being in the North and the second group in the South. He notes certain differences in interests which he thinks may be due to change of time. He points out, however, that although the particular books may change from time to time the type of book in which children are interested does not seem to change. There are such differences as this: Among the boys *The Call of the Wild* was the most popular book in 1917 for all ages, whereas in 1925 Zane Grey's works easily took first place. The more recent list includes *The Covered Wagon, Kazan,* and the "High School Boys Series," which were omitted entirely from the first list. The first list contains some books not included in the second — *Black Beauty, Little Men, Little Women*—which are less mature than the second list. Certain books such as *Huckleberry Finn, Tom Sawyer, The Call of the Wild,* and *Penrod,* are found to be popular in both lists. Among the girls there were found to be fewer changes in the eight-year period. Such books as *Pollyanna, Freckles, A Girl of the Limberlost, Little Women,* are in both lists. Zane Grey's works appear only in the second list.

Inasmuch as particular books come in and go out of style it will be of more profit to us if we can generalize somewhat in regard to the types of books which are found interesting to boys and girls. There are a few outstanding conclusions from the studies which have been made. One is that both boys and girls read more fiction than anything else and like it better.[6] In general, girls read more fiction than boys. The type of fiction, as one might expect, changes from juvenile to adult fiction. This change takes place at a slightly different age with boys than with girls. It seems to take place at about the onset of adolescence. Carrying the analysis of fiction a little further, it is found that the boys prefer the fiction of adventure, and girls, particularly of the high school grades, prefer fiction involving sentiment and action, while in the lower grades they enjoy stories about themselves. Girls do not like history and biography so well as boys, but they are interested in novels of the day which involve manners and daily life. A peculiar difference appears in that girls seem to prefer descriptions of fictitious characters, whereas boys wish descriptions of real characters. Girls have little interest in books of travel, adventure and science. Boys show only slightly more interest in books of travel or science than do girls. They do show a great deal of interest in history, sometimes as early as grade 4. A few boys even give history as first choice.

It will be well to consider, at this point, the interest which boys and girls have in magazine articles. According to Dr. Jordan's study,[7] articles on adventure rank first place among the boys, whereas fiction takes second place and science third. Amongst the girls, woman's arts takes first place, with fiction second and

[4] Ubl, Willis L., *Scientific Determination of the Content of the Elementary School Course in Reading.* University of Wisconsin Studies in the Social Sciences and History, No. 4. Madison, Wis.: University of Wisconsin, 1921. pp. 83-84.

[5] Jordan, Arthur M., *Children's Interests in Reading.* Teachers College Contributions to Education, No. 107. New York: Teachers College, Columbia University, 1921.

[6] Jordan, Arthur M., *Children's Interests in Reading.* Teachers College Contributions to Education, No. 107. New York: Teachers College, Columbia University, 1921. p. 41.

[7] *Ibid,* pp. 78-79.

current events third. When boys' interests in books and magazines are compared, some interesting differences are revealed. Out of ten types of magazine material, scientific articles rank third. Out of eleven types of books, scientific books rank tenth. Because woman's arts and current events are not found in the types of books analyzed, a comparison of the girls' interests in magazines and in books shows a great many differences. Whereas juvenile fiction books rank second with the girls, juvenile fiction articles rank sixth. Dr. Jordan found that boys read scientific articles in magazines less frequently in 1925 than in 1917.[8] However, the *American Magazine,* he found, caught the boys' fancy and apparently their interest. Girls also have taken to the *American Magazine.*

Practically all the investigations which have attempted to discover reading selections which were of most interest to boys and girls have analyzed the data according to boys' and girls' interests, according to age, or according to grade. To my mind there is an even more important type of analysis and so far as I can discover it is mentioned in only two studies. I refer to the difference in reading selections which may be interesting to bright and dull children. I think you will find that there is more difference in types of reading interesting to varying degrees of intelligence than to different ages or different sexes. One study made in Mamaroneck, New York,[9] suggests that children in grades six to eight, of high native intelligence, were interested in such magazines as *Radio News, Scientific American, American Magazine, Youth's Companion,* and *Boy Scout,* whereas children of low native intelligence in the same grades read such magazines as *Photoplay, Argosy, Film Fun, True Story,* and *Baseball.*

Another study of the same kind conducted in Los Angeles,[10] but this time only with mentally superior children, resulted in a finding which I suppose to many of us is a truism but nevertheless is a fundamental consideration, namely, that bright children read much more than do normal children of the same age and at the same time are better readers. We need a great deal more information as to the differing reading interests of bright and dull children before we can come to any clearly understood differentiation between them.

If we may summarize the interests of boys and girls we could probably do no better than to quote from Dr. Jordan's study.[11] He finds that books having the following characteristics seem to satisfy boys between the ages of 10 and 13:

Physical strength and aptitude
Self-control, particularly in critical situations
Independence based upon actuality
Making a team at the expense of an unjust rival
Saving a person's life
Gaining the mastery in a physical combat when the opponent is despicable
Being loyal
Going somewhere
Having new experiences of almost any kind
Gaining the plaudits of his fellows
Being honest, straightforward, open, and trustworthy
Winning admiration, even of an enemy, in these things

The following seem to be the characteristics of books of interest to girls of ages 10 to 13:

Kindliness to others, especially to those in distress
To wear beautifully tailored clothes
To hold her position socially as high as anyone
Being honorable and possessing a clean mind
Being successful in the home
Playing pranks in school
Being honest in school
Gaining the esteem of those worth while in school
Being liked and admired for one's self
Protecting those weaker
Having things happen
Being open and not deceitful
Getting a box from home and having a feast until late hours and telling stories
Success in dramatics
Going to the city, if raised in the country

Again it should be pointed out that there can be probably no statement in regard to interests which will be equally true for all communities. What has just been reviewed is probably as typical a statement as can be found today.

There are other things than subject matter which determine children's interests in books, important as subject matter apparently is. That this is so can best be demonstrated by the results of a study by Dr. Uhl.[12] Pupils in seventh and eighth grades were asked to read a series of selections from "Lessons in Community and National Life," and to report in writing whether or not they liked them and reasons for their judgments. The reports show almost unanimous interest. Dr. Uhl reported, after carefully considering his data, that the lack of interest in informational material found in the older readers "may be due to the form in which it is written rather than to lack in informational content," and

[8] *Ibid, pp.* 92-129.
[9] Huber, Miriam Blanton, and Chappelaer, Claude S., "Children's Magazine Reading," *Journal of Educational Method,* VI, 145-49.
[10] Danielson, Cora Lee, "Magazine Reading of Children of Superior Mental Ability," *Educational Research Bulletin* (Los Angeles City Schools), VI, 7-9.
[11] Jordan, Arthur M. *Children's Interests in Reading.* Teachers College Contributions to Education, No. 107. New York: Teachers College, Columbia University, 1921. pp. 98, 102.
[12] Uhl, Willis L., "The Interest of Junior High School Pupils in Informational Reading Selections," *Elementary School Journal,* XXII, 352-60.

that "informational selections for use in school should be written especially for the pupils and not culled from masterpieces written for the use of adults." If one were to study some of the more recent publications of school book publishers it would be obvious that there is an increasing amount of informational material which is being written specifically for school children.

Further attempts have been made to analyze the factors in reading which arouse interest. With primary children it would appear that surprise and plot were very necessary, with animalness and childness, familiar experience and to a lesser degree repetition and conversation for girls. There is nothing in any of the studies to indicate an interest in only a narrow range of subject matter. This gives quite a blow to the usual assumption that legends and folk tales are of first importance with primary children. So far as there is any evidence it is against the use of poetry in the primary grades. The child's tastes are very wide. It is necessary, however, that he have in his reading a few important elemental qualities such as those mentioned.[13] A further analysis, this time in grades three to eight, of the qualities which are of importance in reading selections indicates that dramatic action, adventure and heroism are the most important qualities. Two which come next are interesting characters and interesting problems of character study. These two are very much more important in the upper grades than in the lower. There are other characteristics which are more interesting in the lower grades than in the upper. For example, fairy and supernatural, animal and personification, availability for dramatization, with interesting repetition. Humor is slightly more important in the upper grades than in the lower. One interesting observation is that all the qualities which have been mentioned are to a greater or less extent important in every grade.[14]

Of possibly equal importance is the list of qualities which are undesirable. The same study lists some of these. They are:

Abstractness
Lack of action
Unreality
Too great length
Gloominess
Monotony
Poor literary style

[13] Dunn, Fannie W., *Interest Factors in Primary Reading Material.* Teachers College Contributions to Education, No. 113. New York: Teachers College, Columbia University, 1921. pp. 46. 49.

[14] Uhl, Willis L., *Scientific Determination of the Content of the Elementary School Course in Reading.* University of Wisconsin Studies in the Social Sciences and History, No. 4. Madison, Wisconsin: University of Wisconsin, 1921. p. 125.

Another study[15] which attempted to describe the interested elements for fourth grade pupils in prose selections concludes with two lists, one for boys and one for girls. If these elements are arranged in the order of their importance for boys and for girls, we find something like this: that prose selections which have action and adventure stand first for both boys and girls, but beyond this point there is little agreement. For the boys, the interest elements arrange themselves as follows:

Animals
Faithfulness
Heroism
Humor
Fighting
Happy ending
Fairy tales

For the girls the order is as follows:

Fairy tales
Kindness
Happy ending
Daily life
Faithfulness
Humor
Moral

What has been said in regard to the nature of children's interests relates largely to grades one to eight. When we consider the interests of high school pupils we find a situation which is not essentially different from that found in the grades.[16] We find the following elements create interest:

Plot
Character
Description
Moral
Fancy
Pathos
Humor
Historical interest
Realism
Style
Gruesomeness

Plot is a preferred element among the girls and also among the boys. Fancy, pathos and historical interest were mentioned very infrequently.

A careful consideration of elements which make the reading interesting to children leads one inevitably to challenge a great deal of what is placed in our school readers and a great deal of what is offered children in libraries. Furthermore, the material which has been so briefly reviewed should lead us to realize that children's interests are very broad and if we are to serve children we must provide for them a very wide variety of subject matter so written as to appeal to their interests.

[15] Garnett, William Leslie, "A Study of Children's Choices in Prose," *Elementary English Review*, I, 137.

[16] Bell, J. Carleton, and Sweet, Itasca B., "Reading Interests of High School Pupils," *Journal of Educational Psychology*, VII, 39-45.

As probably all of you realize to a greater or less extent, children somewhat more than adults are influenced by the physical make-up of the book. As I think back through the past twenty years which I have been in educational work, it seems to me I find that a great many fads have come and gone with regard to what adults thought children would like. Only in comparatively recent years has there been any careful experimentation and even now the whole question of the physical make-up of an interesting book is more or less uncertain.

In one experiment[17] the investigator comes to the following conclusions: Primary children like best a book which is about 7½ inches long, by 5 inches wide, and 1 inch thick; the book should be bright—blue, red and yellow being favored colors; the title should appeal; there should be numerous illustrations, possibly 25 per cent of the book space being so employed; the illustrations should be large, full-page ones, not small ones inserted irregularly in the text; the colors used in the pictures should be crude and elementary with a high degree of saturation, (only as children are older do some of the softer tints and tones become interesting); there should be humor and action in the pictures; the pictures should have a story-telling quality; the book will be more attractive if the pictures are in a familiar field; the margin should have an average width of at least an inch. Other investigations in general confirm the summary of this one, but I hardly feel that many questions have been finally settled. As an example of one doubtful question, I might mention the size of type.[18] Time was when an 18- or 24-point type was strongly advocated. Some recent experimental work is to the effect that a 12- or 14-point type is read just as easily and with as much interest as the larger type, for even first-grade children. Just what the final situation may be I have no idea, as there is not enough evidence to make any concluding statement. The question as to whether or not the lines should be leaded, and how much, seems to be determined in part by the size of type and length of line. The length of line again seems to depend upon the size of type and leading. As a consequence of the consideration of all these factors, one can hardly say with assurance exactly what is the best type to employ. Undoubtedly a type smaller than 12-point is not advisable. It seems equally true that it does not need to be as large as 18-point. Years ago we used to think that the margin should be even on the left, but might be broken on the right. Some experiments have indicated that a straight margin on the right is no hindrance to first-grade pupils.

There is another influence which determines children's interest which must not be overlooked because it is of such very great use both to the teacher and the librarian for guidance purposes. Certain investigations have shown very conclusively that the child is interested in those reading selections which are preferred by the teacher and about which the teacher is enthusiastic.[19] In other words, interest and inspiration are contagious and likes and dislikes in reading are going to be governed pretty largely by controlling the kind of contagion.

From what has been reviewed so far, I think you must realize that it all points toward a greater responsibility on the part of the teacher and the librarian for raising the interest standards of children. The question, therefore, which you are probably asking, and which I hope I can give at least a few suggestions concerning, relates to methods which may be used to stimulate interest among children in reading the best books, magazines and newspapers. One of the most potent is, of course, that just mentioned, namely, the enthusiasm of the teacher, librarian or story teller. As I analyze my own reading, I find that largely what I read is determined by the enthusiasm of friends. Apparently what is true for adults is also true for children. Other means have been used, and in one study[20] an effort was made to gather these and more or less to evaluate them. Following are devices which have been used successfully in arousing interest in reading:

Providing a "browsing" corner
Using advertising methods
Allowing the pupils freedom of choice
Encouraging the organization of reading clubs
Assigning studies in current events
Requiring reading that is correlated with content subjects
Preparing displays of books and magazines
Inviting parental cooperation
Scheduling story-telling periods and making suggestions and recommendations

All of these, I think, will appeal to you as being helpful and legitimate devices to encourage reading. A thing which they may not do unless rightly managed is to improve

[17] Bamberger, Florence Eileen, *The Effect of the Physical Make-up of a Book upon Children's Selection.* Johns Hopkins University Studies in Education, No. 4. Baltimore: Johns Hopkins Press, 1922. Pp. viii + 162.

[18] See discussion by B. R. Buckingham in "New Data on the Typography of Textbooks," Chap. VI, National Society for the Study of Education, 30th Yearbook, Pt. II. Public School Publishing Company, Bloomington, Ill., 1931.

[19] Wightman, H. J., "A Study of Reading Appreciation," *American School Board Journal*, L, 42.

[20] Rasche, William Frank, "Methods Employed By Teachers and Librarians to Stimulate Interests in Reading." Unpublished master's thesis, Department of Education, University of Chicago, 1927.

reading tastes. I have not been able to find any experimental work with regard to methods for improving reading tastes, and yet I believe that this is one of the most significant things which the librarian can do. When one encourages reading without guiding reading tastes one has not met half of his responsibility. I think you will find that it is easier to encourage children to read than it is to improve their tastes. Nevertheless, I believe everyone of you will agree with me that to improve the taste in reading is of very great importance. It can be done, but it cannot be done all at once. That is, you must take the child gradually from where his present reading interest is to what it should be. He will not take the jump all at once. I believe that this principle will be found to be the secret of improving the reading tastes of children. It means, of course, continuous, persistent work with the same individuals over a long period of time.

Placement By Library Schools

By GERTRUDE GILBERT DRURY

Library School, St. Louis, Missouri

DOES the school's responsibility end when the certificate is granted? If not, can we assure our graduates in advance that they will receive positions, and do we find positions for our graduates? I think it best to say at the outset that I have depended upon my own observation, reading and experience for such answers to the above questions as I shall attempt to give. I sent out no questionnaires.

Throughout the forty-year-life of the New York State Library School there were registered 1079 students. In 1931 alone the accredited Library Schools expected to graduate 1061. Last year summer schools had 3000 students. Six thousand and five hundred Library School graduates were in positions December, 1930. Public library development has been going on steadily throughout those forty odd years. School library development has been very rapid within the last ten years. Special libraries are also increasing. The *American Library Directory*, 1927, listed 4600 public libraries, and, in addition, college, school and special libraries making a total of 11,000.

The majority of the students in the accredited Library Schools go out with at least one year of training. It is these one-year people with which I am primarily concerned. If there are over a thousand vacancies a year for fully trained people in these 11,000 libraries, then there is no unsolvable problem, but simply a matter of so coordinating our placement methods as to get the vacancy and the right applicant together.

The A.L.A. Board of Education for Librarianship attempted a survey of supply and demand in 1929-30, which proved inconclusive. Figures can be made to lie more easily than to tell the truth, but they are apt to make one think at least. For example, a system with a trained staff of 130 has call for about twenty new trained people during one year. Of the list of forty large libraries used for salary statistics the professional staff ranges all the way from twenty to three hundred and sixty. If the turnover is in the same proportion as the one quoted it would make professional positions for about four hundred. Forty medium sized libraries average professional staffs of twenty-four, giving placement for about one hundred and sixty. Only in the statistics of small libraries is the amount of training noted. Of the thirty-eight listed, fifteen had Library School graduates as librarians with seven additional graduates on their staffs. Their turnover would, of course, be slight. These are only cross sections of the public library field, about one-fortieth of the total list in the *American Library Directory*. Discounting for the large libraries with their own training classes, and for the little libraries too small to afford a professionally trained librarian, we have left the solid mass of medium sized public libraries with their natural demands, to say nothing of college, school and special libraries in large numbers.

Some estimate of the percentage of trained librarians holding positions can be gotten from the study of cost of living made two years ago by the A.L.A. Committee on Salaries as this study includes statistics of training. Six hundred and eighty-five replies were received from ninety-eight libraries, representing all the groups of public, college and university libra-

Read at the joint meeting of the Professional Training Section and the Association of American Library Schools, at New Haven.

ries being studied, and all classes of the staff. Of these 50 per cent were library school graduates, 25 per cent training class, 11 per cent summer school, and 14 per cent had no training. During the past two years probably the proportion with summer school training has increased, though large numbers from those courses have gone into school libraries.

A study made in California by the Bureau of Public Administration in 1930, covers a larger number of employees, 1554, from a slightly wider field than the A.L.A. study, including, in addition to public and college libraries, county and special libraries. From this wider representation in the one state the percentage of Library School graduates is thirty-seven, training class 35 per cent. No lesser training is recorded. The body making this study saw a possibility that there was an insufficient supply of qualified workers. If from 37-50 per cent of the professional staff of the libraries of the country are already trained, normal conditions should create vacancies among their ranks and in addition, should we not expect to increase the percentage, that is, place trained people where they have not previously been placed?

Several schools have found themselves with unplaced students at least six months after graduation. St. Louis faces that possibility for the first time this year. Libraries accustomed to turn to us for two or more people annually to fill the vacancies on their trained staffs apparently have no vacancies. Undoubtedly fewer vacancies than usual are occurring. For those that do appear libraries have either used cheaper substitutes, filled their vacancies from this over-supply of the other schools, or are not at present able to offer salaries that would attract trained persons.

If the library staff figures I quoted have any truth in them, we have failed to reach all our buyers. Are we also failing to hold all our customers? There is an untouched field somewhere. This suggests that one of the questions to be considered is whether any principle of geographic location should be observed by each school in seeking positions for its graduates. The country seems to divide itself up naturally into four large regions: East, Central, West, and South. Tables of registration in Library Schools geographically arranged show that the field we draw upon for students is definitely limited. We get the bulk of our students from our own and neighboring states. Columbia naturally shows the least segregation of registrants.

The field which supplies students naturally seems to be the main one for furnishing positions for the graduates. This principle is followed by the Board of Education in accrediting and encouraging the organization of schools. When I mention geographic location, of course, I recognize the fact that several schools occupy the same territory, each having its own characteristics. St. Louis's emphasis, for example, being on public library positions, and Illinois supplying a larger proportion perhaps to colleges and schools.

Are the schools recognizing this as a factor which ought to control their output, or are they going on blindly accepting as many students up to the limit of their equipment as conform to their educational and other admission standards, and assuming that somewhere in the United States there will be positions awaiting them? Central and West regions have for some time been well provided with training facilities. The South is rapidly preparing to fit itself to take care of the bulk of its own public and school library vacancies. The East need no longer feel obligated to supply the whole country as it did in the early days of the "Albany" school. In the matter of supplying people trained for special work with children, perhaps for school work, or for more advanced positions in cataloging or other special fields, a limited number of schools strategically placed must continue to function over a wider territory.

If there is a real over-supply of trained people then we cannot afford to go on training so many. If we are simply unable to find a demand then I think our obligation is just as great to limit the supply until we can overcome this placement situation. Naturally limitation will be on the highest selective principle possible, e.g., Michigan requires of its applicants 50 per cent more honor points than credit hours, automatically limiting numbers and maintaining standards. A School like ours which takes some in on examination can set the grade as high as it wishes. The large number of partially trained people has helped to clog the distribution lines, and we cannot remedy the situation by continuing to flood the market.

At least one of the critics in the Activities Report said that the raising of educational standards has

> "resulted in a greatly increased turnout of graduates who have certain pedigrees on paper and yet who have not been carefully enough selected in the first place so that they have such personality or amount of book knowledge to be worth the salaries they command, in comparison with many others who have not had the same paper records, but who have other qualifications far more valuable."

We certainly cannot expect to maintain our place in the competition unless we do pay as much attention to personality and book knowl-

edge as to credit hours, and keep the standard of our product up where we can honestly advertise it.

The statement is also made in connection with the whole training problem:

"it is self-evident that by far the most important thing for the future is the quality of recruits which the Library Schools receive, and the quality of the product which the Library Schools produce from these recruits."

The Library Schools have been until recently the principal training agency, with training and apprentice classes filling secondary local needs. Now summer schools and other short courses are very numerous, and turning out large numbers of students with a minimum of training. The over-supply of teachers has, of course, contributed to this increases, as many of them have been satisfied with brief training. This situation materially affects the placement of our graduates. To the minds of many employers especially in the schools, time spent in a library is both training and experience. I heard a school man say recently, "Oh, yes, Miss H—— will undoubtedly be given the library when our new vocational school is finished. She is so well prepared." "But," I said, "she has had no library training and her experience consists in working as a student assistant while getting her college education, and it has been largely evening work and shelving."

The Board of Education in St. Louis tried to make librarians out of teachers without library training. After a short trial they came to us for trained and in some cases experienced people to fill their high school library positions. I think this is indicative of what is needed in schools and to some extent in other library fields; the dissemination of information to make the distinctions of training known. If a non-technical presentation of just what the Library School product is and what service he or she is prepared to give could be put in the hands of possible employers either in separate form or through school or other periodicals it should be of aid.

So far, most of our efforts in the way of publicity have been in making known to potential librarians the attractions of the profession and the means for gaining admission to it. We have felt no urge to develop new buyers by letting them know what kind of a product we are putting on the market, and stimulating the demand for this product. Instead of this the buyer, that is the library board, follows the line of least resistance and often continues to employ the pleasant young lady with a finishing school education who comes from a good family and would like "something nice" to fill in an interim, or the wife or mother without home duties who needs an occupation to save her from stagnation. In the case of school employers the selection is still in some cases based on teacher training and experience, rather than that of the library.

Library Schools have also expected such library boards to know to whom to turn for recommendations, and to know that their libraries are organizations needing expert management. We have usually published only a catalog or such other material as we think will attract students. Seldom have we directed our efforts to creating a demand for our products or making our products known. Other bodies, the A.L.A., Regional College Associations, etc., have said if you have a library of so many books or serving so many people, you should have a librarian with a specified amount of training. But it is the Library School which can say we can supply you with trained and often experienced librarians if you will give us your specifications.

Is there some way we can put this information in the hands of employers and build up a greater demand for our product with a consciousness that we are benefiting the profession and at the same time complying with the natural laws of supply and demand? The efforts of the A.L.A. to interest trustees in attending conventions is a valuable step in this direction. Library Commissions are naturally in touch with the situation in their territory. Would it be out of place for a School before its year closed to circularize libraries of such size and character in its area as the School's graduates would be fitted to man; libraries in which the School had never, or at least not recently, placed any of its graduates, and state that it would have available for appointment graduates with certain definitely specified qualifications who would be willing to consider positions at salaries of certain range?

Such publicity should be very direct and definite, intended to help solve the problem of the librarian or board of directors as well as that of the School. It might include an invitation to visit the School to meet the students as well as to see the plant and its work. Michigan has invited librarians of Southern Michigan and Northern Indiana to spend a day with the School and the library, and once at least 150 persons responded to this request. Personal interviews could be had at such a time with prospective assistants. The most satisfactory appointments are the result of personal interviews, and furnish a strong argument for seeking assistants near home.

The method so often followed is for a librarian needing to fill a vacancy to write to

six or eight Library Schools, get names from each, and after a slow process eliminate and make her selection. For positions demanding no unusual or exceptional abilities, I believe in the principle of the slogan: "Patronize your neighborhood grocer." I know of cases where because there was one graduate of School B on the staff, the librarian sent to the same school when there was a vacancy though far from School B's geographic location and secured assistants who were unacquainted with the section of the country and likely to be temporary. School A, much nearer, probably could have made a better recommendation considering the conditions which make for permanence, growth and better library service.

The A.L.A. reports that many of the requests for aid in securing assistants which come to them are from the small or medium sized libraries which can pay just about what an inexperienced graduate should get. Registrants with the A.L.A. are usually experienced people desiring change. Evidently the A.L.A. turns many such requests over to the Library Schools for they report more positions filled by others than by the A.L.A. office. I believe in Library Schools doing their own first placing of graduates because they have the only first hand records; records that should include personal characteristics and practical qualities such as show up in practical work more than in class work. Reports on all contacts should accompany reports of instructors on both personal and educational qualities. The question, "Would you be willing to have this student as an assistant in your department, branch or library," usually brings out vital points of discrimination. With adequate records we can write the frank explicit letter that makes it easy for the librarian to make an intelligent decision in choosing an assistant.

We know perfectly well that the products of our schools are not run through a mold that makes them interchangeable, and yet we seem often to recommend them indiscriminately because they have been through certain specified training. Any contribution we can make toward the satisfactory placing of our students comes back to us many fold. In many cases the first placing should be permanent placing, and is really the last step of our training job.

In closing, let me repeat, I believe we are not really oversupplied with professionally trained people but we are getting ahead of the conscious demand in some sections, and, therefore, should slow up production, at the same time watching standards. I believe Library Schools should make every effort to complete their job by placing their graduates permanently and satisfactorily, and that they are better fitted to do this than any other body because they have first hand records. What they need is to make themselves known.

Problems Faced By a Young Commission

By CHRISTINE SANDERS

Librarian, Arkansas Free Library Service Bureau, Little Rock, Arkansas

IN THE discussion of such a topic as this, it was necessary first of all to decide how many years young a commission must be, to be classed as such. Comparatively speaking none is venerable, and many are just in their teens. The World War marked a very definite milestone in libraries and library development generally, so those commissions established since that time are probably considered young. However, the problems discussed today have to do mostly with those commissions to which letters were sent and which have started active operation sometime during the last five or six years.

A library extension agency, whether in the form of a separate commission, a division of the State Department of Education or one organized in some other form, has one main objective, general library development with specific state wide library service in its own local field. The librarian of each of these newly established agencies in outlining a program of work, has found her enthusiasm for progressive library development running far ahead of the actual limit of extension because of inadequate funds. Louisiana is probably the exception to this, since a budget for demonstration purposes was available, though that does not mean necessarily its exemption from other difficulties. On investigation the librarian would find that not all of the older commissions are so munificently supported that

outlined programs move straight along without a ripple. The first, the fundamental problem then appears to be that of limiting the extent of one's program according to the amount of the budget. What is the reason for such a condition? Is it because there is actually no available source by which state library funds can be increased? Or is it that there is some such source, but we, as librarians and state workers, have not raised our voices high enough and kept it up persistently long enough to impress those who should be impressed with the necessity, even privilege, of giving liberally toward a program of development for that essential educational institution the library.

Librarians are told that they suffer from a fear complex. I admit it. It is so in many cases, but it is not a condition wholly without cause. The "I-grew-up-without-books-and-look-here-I-am-in-the-legislature" idea still prevails among many, and the finance committee has strong pressure brought to bear upon it by powerful political groups. However, until we fight down and overcome this complex, and, having the support of individuals and organizations who wish to see a complete educational program carried on, we are able to ask without the blinking of an eye for $20,000 when there have been just two formerly, then and not until then, will the problem of finances in most commissions cease to be a paramount issue. I for one am willing to be instructed in this wise, but I must have a guiding hand.

A newly organized library extension agency is confronted with the problem of state book service. Is it advisable to build up a book collection, not only to fill the immediate need of those who are hungry for reading, but also to create a taste for books in a community and to stimulate a desire among the people for their own local service. Someone has said "the good is often the enemy of the best." Is the "good" state book service going to defeat the "best"—a quicker establishment of county libraries? Shall instead all effort and energy be concentrated in intensive field work? There are certainly strong arguments for this plan. It is being carried out in Alabama and South Carolina. But after six months of a program of this kind, Miss Cheves, library field agent in South Carolina, has reached the conclusion that a central agency should have something to offer along with advice and that lending collections of children's books would be very convincing and helpful. Such a distribution of well selected children's books, she thinks, would educate the librarians as well as the communities. She would like to have a general collection but feels that effective service would mean such a large expenditure and that the other collection could be kept alive and fresh on much less money. Mrs. Asplund, Director of the New Mexico State Library Extension Service, finds the need of a juvenile collection and hopes that an appropriation for this purpose will be granted at the next session of the legislature.

In Arkansas, the Free Library Service Bureau was established for this particular service of books, the library available, however, being for the most part, unsuited to the needs which arose throughout the state. The question with us then is not shall there be such a service, but how can it be made more effective? What is the limit of book service? When should it be curtailed? How can the small collection serve all the requests which come to the Bureau? Changing a group of individual borrowers in one community into a community group with one collection for all, is not always easy. Can a constructive program of adult education be carried on through service to study clubs, in program suggestions and provision of the books needed? What means can be employed in improving the reading tastes of individuals? In Arkansas we are trying various schemes towards this end—giving a personal touch to letters by telling something about authors of books sent, or the title significance; enclosing folders and leaflets such as the Lantern lists, and A.L.A. lists, thus introducing new authors; gradual directing by careful selection along a certain line of reading; including new titles in school lists, so that school required reading and popular reading merge naturally. We have found that borrowers always write in for specific titles mentioned in any publicity article. Above all we try to answer promptly and with care every request for information concerning books and periodicals for gifts, the personal library, or for study. These methods may be familiar to you, but they are mentioned in that same spirit of cooperativeness in which we welcome so eagerly suggestions from any of you more experienced librarians. The mechanical preparation of books for circulation, the making and taking care of records is no small problem when there is a small staff and crowded space.

Mr. Wyer, president of the Colorado Library Commission, says that the greatest problem they are facing is the necessity of consolidating all library extension agencies so that one constructive library program may be developed in that state. A plan of cooperation has been outlined between the Free Library Service Bureau and the Extension Division of the University of Arkansas (the

only other such agency in the state) hoping that in this way the one can supplement the other with no unnecessary duplication of material circulated. In Oklahoma, Mrs. Dale of the Commission provides only pamphlets and clippings for University extension courses, books being supplied from the Extension Department.

When the state agency is connected with the Department of Education as the Free Library Service Bureau is, how can an even balance be kept between service to school libraries and a program of general library development? If the agency, on the other hand, is an independent institution, to what extent should service be given to schools if there is no school library organizer? Is it not a pretty good way after all for preaching the gospel of books to reach, through the children in the school, the parents in the home? Will this help to make a library-minded community? If there is no school library supervisor, who is going to direct and advise and help the rural school library where such help is so necessary?

Does an organized scheme of publicity justify itself? How simple can it be made in order to squeeze into a very full outline of work? What form brings quickest results? Judging from an experience we have just had in connection with the book service of the Bureau, the state farm paper is the most effective means of wide-spread publicity reaching the rural people. It should be equally as effective in county library advertising as any phase of library development. The commission bulletin is recognized as eminently worth while. The expense and labor entailed is a problem to be reckoned with.

In an address given on county libraries, Miss Templeton deplores the fact that such a plea has to be made for their establishment. Before attacking the problem she says we must find out the reasons for the slow growth of county libraries. Among those suggested she gives first "the difficulty of getting the idea of book service across to our rural folk —a library to them . . . . is a building, and the building has its fixed location in the town. It is very probable, too, that the only library which they know is the little starved-to-death public library of the town too small to support an adequate service." This I believe is our first and worst stumbling block. In many counties in Arkansas the County Superintendent has in his office a small collection of books which he calls the county library. In some cases this is merely professional for the use of the teachers. In others it contains supplementary reading material distributed to schools and in still others, books for adult reading as well. The idea is commendable and a sincere desire on the part of the County Superintendent to fill a need. But the free use of the term county library, as applied to the collections only helps to instill more deeply the erroneous conception of what real county library service is.

The small public library is a problem to new and old commissions, alike. Too often there is an exasperating attitude of we-are-perfectly-satisfied-and-sufficient-unto-ourselves smugness. It is hard to know how to shake them from this lethargy. There is often plenty of pride but it is off on the wrong road, a misdirected detour I should say and going only in a circle. Well, what will help this situation? Mrs. Asplund would like to have in New Mexico a library organizer, but feeling that she cannot get both—there enters the fear complex—is planning on asking for the book appropriation first. Education of the trustees who must be approached directly, not through the untrained librarian, might bring results such as initial or more frequent attendance at state library meetings; making contacts; a responsible desire of sending in accurate reports, and the realization of the interesting and stimulating information and the pleasure to be found in professional literature.

In states where such conditions exist how can a system of certification be planned and put in operation? The school library certification is not so difficult, for accrediting associations demand minimum standards. A public library law can be drafted in such a way as to help the situation in regard to public libraries. Can it be expected to solve it entirely? Miss Matthews, consulting librarian in the State Library Extension Division, of the Department of Public Instruction in Pennsylvania, says that their most serious problem is "how to get adequate support for small libraries and how to make the most of what is available." She also states that county libraries are starting with inadequate financial support just as the town libraries have done. Miss Wheatcroft's problem in Georgia is the lack of a county library law. Her next "investment" she says will be a full time field worker.

"Could we give one gift to every child, we should choose the love of books."
—WILLIAM FREDERICK BIGELOW.

Cataloging League of Nations Publications

By ELIZABETH L. GORDON

Classifier, University of Pennsylvania, Philadelphia

THERE HAS BEEN so much discussion over the cataloging of the League of Nations publications that one hesitates to add to the subject, but our experiences at the University of Pennsylvania may be of interest to some library about to start similar work.

When the documents first came to the Library, they were arranged by sections and cataloged as a group, without bringing out the individual title or official number. At first this system was adequate, but as the amount of work and number of documents increased, this method did not answer the needs. The reference librarian could not find specific documents by title or number. The Order Department could not tell which document was a duplicate, when ordered by a department, and, most important of all, there was a great lack of subjects for specific documents which was not supplied by the group cataloging.

In re-classifying the collection, 341.1L, instead of 341.15 was used for the upper number. For the lower number, the official number of the document was used. This lower number is based entirely on Mr. Walton's scheme, which he outlined at the Eastern College Librarians' conference at Columbia University. There are slight differences in our application of it, but the plan of keeping the official numbering is followed throughout the entire scheme. Of course there are some documents which do not bear official number, as well as some early publications which were arbitrarily numbered. Now, however, the League is following the official numbering very carefully, and the result is satisfactory.

The series number was discarded for classifying purposes as it would not permit proper grouping within each section. For instance, annual reports would be separated by any number of intervening publications. The series number would be sufficient for a library having a special librarian for the publications, or for a small library receiving a small selection of the documents, but it would not answer in our case for books which must stand in stack and have adequate identification through the catalog.

Therefore, the scheme based on the official number was chosen and worked out very carefully to allow for future expansion as well as proper grouping. The main groups are as follows:

341-1L

I.1 Official journal
I.1B Treaty series, etc.

ASSEMBLY

I.2 (Miscellaneous documents)
I.2A Records, etc.

COUNCIL

I.3 (Miscellaneous documents)
I.3A Reports to the Assembly
I.3B Minutes of the sessions, etc.

ECONOMIC AND FINANCIAL SECTION

II.2 International economic conference
II.3 Financial committee
II.4 Economic committee
II.5 International conference on customs formalities, etc.

HEALTH SECTION

III

SOCIAL QUESTIONS

IV

LEGAL SECTION

V

MANDATES

VIA
VIB Slavery
VII Political section
VIII Communications and transit
IX Disarmament
X Financial administration
XI Traffic in opium
XIIA Intellectual cooperation
XIIB International bureaux
XIII Refugees

The matter of author entry is a difficult one, and at times leads to ambiguous results, if judged entirely from accuracy in the League's organization. For instance, the author entry—"League of Nations—Economic Committee," leaves out the Secretariat and the Economic and Financial Organization, but the few people who are now brave enough to delve into League cataloging after all the arguments about its complexity, would be quite frightened by an author entry which read "League of Nations—Secretariat—Economic and Financial organization—Economic committee!" There are many instances where the result would be more terrifying, if one traced each committee through its genealogical history. Any necessary tracing is done through

cross references, rather than through such unwieldy author entries.

The documents were sorted under each section into similar groups, so that reports are found under A, minutes under B, and so on, as often as possible. Some groups are finely divided,—the Economic and Financial group, the Health section, and the Mandates section being examples of these; others have little subdivision—the Political section has only a single miscellaneous group at present.

Nearly six hundred volumes were bound and placed in stack at the head of the 341.15 place, as we use the 341.1L as the League symbol. Material which can not be bound (recent reports too slight for binding, or publications about which there is some doubt as to final cataloging) are placed in pamphlet portfolios and kept in the Catalog Department. This pamphlet material is cataloged, however, and can be used by applying to the reference librarian. The bound volumes circulate, and are often used in seminars.

Library of Congress cards have been used where ever possible and have been very helpful in cases where we could not use the L.C. itself. No decision has been made as yet about the cards from the League, as our subscription has just begun. The card stock seems too poor for use in the catalog, but the use of the card as an aid to cataloging may be of value.

Several hundred subject headings have been assigned, ranging from Aesthetics, Calendars, Cancer, Coal and Counterfeits, down through Trypanosomiasis and Woman in Turkey. The recent gold legislation has been a very popular question where the League material has played a important part. Although there are some instances of over-zealous analyzing, which is being corrected gradually as later material is added to the particular group, the cataloging as a whole has been very satisfactory and is a practicable working method for the needs of the library. It might be too complicated for a smaller library, but the League itself is complicated, as is any other large corporation publishing hundreds of documents annually. However, now that the League is cooperating by its systematic use of the official numbering, the subject of cataloging the documents seems to be reduced to a matter of each library choosing the method most suitable for its purpose.

Of all the seasons of the year, I like winter best. That peculiar burden of time I have been speaking of, does not affect me now. The day is short, and I can fill it with work; when evening comes, I have my lighted room and my books. Should black care haunt me, I throw it off the scent in Spenser's forests, or seek refuge from it among Shakespeare's men and women, who are by far the best company I have met with, or am like to meet with, on earth. I am sitting at this present moment with my curtains drawn; the cheerful fire is winking at all the furniture in the room, and from every leg and arm the furniture is winking to the fire in return.

—ALEXANDER SMITH in *Dreamthorp*.

IN RETROSPECT

I had forgotten things like you:
Tall, breathless mornings offering me
A silver tray of crisp, new day
Curved in a skyline wintry blue.

Roof-tops whittled clean of snow,
The muted tree, the brittle twig,
The stiffened thrust of grass through crust
And crystal bushes weighted low.

Slow, opal chimney-smoke, and new
Sharp lines to icicle and stream,
The frozen hill, the cornstalks still.—
I had forgotten things like you.

Until I woke one lonely dawn.
And found your offering withdrawn.

—GEORGE ABBE.

Librarian Authors

GILBERT H. DOANE, librarian of the University of Nebraska Library at Lincoln, Nebraska, was born on a farm in northern Vermont where, he says he "grew to unusual height as a result of environment rather than heredity since it is necessary a Vermonter, somewhat in the manner of Paul Bunyan, stride through the valleys and over the hills that make up the Green Mountains." As a youth he preferred to curl up in his ancestral chimney corner and read rather than play out of doors and "acquire the wiry ruggedness which is typical of the Vermont farmer."

He graduated from Colgate in 1918 and from the New York State Library School at Albany in 1920. He was a student at the University of Arizona in 1921-22 and at the University of Michigan 1923-24.

"When I was at the impressionable age of six," states Mr. Doane, "my mother's sister married George B. Utley, then librarian of the Diocesan Library in Baltimore, Maryland, a handsome and attractive young man with a fondness for books. He immediately became my hero and I decided to become a librarian. The first fruits of this dream were realized when as a high school boy I became connected with the Springfield, Vermont, Public Library in 1912. I have not long been out of a library since that time, for even as a sailor in the United States Navy during the war my iniquitous profession was discovered by the authorities and I was, as a "gob," placed in charge of "The House That Jack Built," the Training Station Library at Newport, R. I. It was while I was at Newport that I came in contact with the late Dr. Edwin Wiley and his delightful wife and under their influence began to dabble in writing. A few years later at the University of Arizona I was a member of a group of scribblers, small and intimate, who were interested in producing various types of literature. We were severe critics of each other's work in our fortnightly meetings and yet remained the best of friends. It was excellent training for which I shall always be grateful."

Two years later, while at the University of Michigan, Miss Eloise Street (now Mrs. Herries) and Mr. Doane produced their *Legend of the Book* which was published by request by the Bookfellows in Chicago in 1924. He has always been interested in genealogy and American history and his first published work consisted of a genealogy "Joseph Soule of Fairfield, Vermont, and Some of His Descendants" which appeared in the *New England Historical and Genealogical Register* for April, 1922. In 1926, in the *Vermont Review*, appeared "The New Hampshire Grants and the Continental Congress" and now he occasionally reviews books of Vermont historical interest for the *American Historical Review*. He has also been contributing to the *Dictionary of American Biography* (Scribners), especially many of the articles on early Vermonters, i.e. Ethan Allen, Ira Allen, etc. From 1928 to 1931 he edited the *Nebraska and Midwest Genealogical Record*. Since the beginning of 1930 he has been review editor of the *New Haven Genealogical Magazine* and is now compiling a genealogy of the Hungerford family in America. With the establishment of the *Prairie Schooner*, a literary quarterly at the University of Nebraska, Mr. Doane became a contributor and later a contributing editor. He supplies in each issue a few pages of literary gossip known as "Bibliana" and when the editor finds he hasn't enough material to fill up an issue he does an occasional light essay, such as "Driving Home From the Office" which appeared in 1930.

Gilbert H. Doane

THE LIBRARY JOURNAL

January 1, 1932

MELVIL DEWEY

One of the three founders of
THE LIBRARY JOURNAL and of
The American Library Association

December 10, 1851
December 26, 1931

THE GREAT library event of the year 1931 was the success of the American Library Association, announced at the New Haven Conference, in obtaining pledges for membership subscriptions—since January 1, 1926—to the amount of $50,000, which it is hoped will result in a grant of a second million dollars for the endowment fund. The ingenious suggestion, made by Elihu Root, for the Carnegie Corporation, enables the Association to count the $50,000 increase in membership dues as the equivalent of a million dollar endowment. If and when the million dollars which is believed to be in sight is received, the Association's endowment will somewhat exceed two million. The income from this endowment, plus the income from dues and from sales of publications at the present rate, will total $300,000 more or less, which will give the organization a permanent character not enjoyed by any other of its class. The additional dollar for membership, voted at the New Haven Conference, enables the Association to expand and improve the A. L. A. *Bulletin* with its January issue of 1932. The New Haven Conference, partly because of the drawing attraction of the new library building, reached a banner attendance exceeding 3,000 and in this and other ways marks the beginning of a new era for the A. L. A. Headquarters lost the valuable services of F. K. W. Drury, who had come to it from Brown University three years ago. It was handicapped also by the serious illness of Miss Sarah C. N. Bogle, whose humanizing ability has been a great asset for the Association and its work, and every member of the Association may well pray for her recovery and early return.

THE SELECTION of New Orleans for the conference of 1932 emphasizes happily the growing interest and demands in the South for library progress, manifest in so many directions. Those attending will be witnesses of the development of what may be called a laboratory experiment in the State of Louisiana, made possible through the grant of the Carnegie Corporation. At that conference choice will be made of the president whose term will include the notable conference for which Chicago will be host in connection with the great exposition, the World Fair, now in plan. The International Federation of Library Associations will hold its triennial conference there at that time and its committee has complimented America on the rightful choice of William Warner Bishop as its presiding officer.

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YALE UNIVERSITY added to its splendid architectural features the great Sterling Library which proved a magnet for the 1931 conference and will continue to attract foreign visitors as the culminating achievement of American library architecture. Columbia University, not to be outdone, has given up the plan of developing a new library building on the crowded campus and assigned to it abundant space south of the university, and two or three years hence will show to our foreign colleagues a third superb university library, the like of which does not exist elsewhere. The Bodleian Library of Oxford University and the Cambridge University Library are also planning extensions, for which purpose committees from both visited our libraries during the year, but they will scarcely hope to approach what our three great universities have done. Supreme in its way among special libraries is the Folger Library in Washington, in close proximity to the national library and housing through the munificent gift of Henry Clay Folger the finest Shakespeare collection in the world. Fisk University at Nashville, Tennessee, occupied a new library building of collegiate Gothic type, its most distinguished feature a Gothic tower with capacity for 150,000 volumes. The Hebrew Union College Library at Cincinnati, costing $250,000, was completed, as was the first unit of the University of Tennessee Library at Knoxville. Construction is under way for a new $350,000 building at the University of Denver, and Northwestern University's new building is planned. China now has a building for its national library at Peiping, formerly Peking, in peaceful rivalry with the development at Tokyo since the earthquake in Japan.

DEATH suddenly took heavy toll from the library profession in claiming two sterling men of long and useful service in the library field, Walter L. Brown, for fifty-five years associated with the Buffalo Public Library and for twenty-five years its librarian, and Charles F. D. Belden of the Boston Public Library, which also was deprived of the charming personality of its assistant librarian, Frank H. Chase. Another great loss was suffered in the passing of Mrs. Elizabeth Claypool Earl, who had been at the forefront of library development in her state of Indiana since she joined the American Library Association in 1899. The South has lost another veteran in George T. Settle, for eighteen years librarian of Louisville, who had given his library a leading position in that section. The Middle West lost Webster Wheelock, for nine years librarian of the St. Paul, Minnesota, Public Library, and Elisabeth Knapp of Detroit, who had done pioneer work in her field as a children's librarian. China lost a woman whose memory should always be honored in that country for her pioneering for more than a quarter century, throughout which Mary Elizabeth Wood, New England spinster, gave to the country of her adoption the library enthusiasm which inspired her work and which was also an inspiration to her colleagues in the home country.

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THE RECENT choice of Milton E. Lord for the headship of the Boston Public Library was the outstanding event of the year in library appointments. Mr. Settle's vacant chair at Louisville was filled by the transfer of Harold F. Brigham from Nashville, his place in turn being taken by F. K. W. Drury, resigning from his post with A. L. A. headquarters. Charlotte Templeton, after excellent work at Greenville, South Carolina, went to Atlanta University. John A. Lowe, whose wide experience has been so useful in Brooklyn for the past twelve years as assistant librarian there, becomes librarian at Rochester and will have before him the interesting task of reorganization and a new library building, while Mr. Yust, instead of retiring from the profession, goes to the pleasant atmosphere of Winter Park in the less onerous post of librarian at Rollins College. Yale University has taken Charles Rush, who made his mark in Indianapolis and since then at Teachers College, to be its associate librarian with a great future opening before him. Elinor Witmer takes his place at Teachers College. Asa Don Dickinson retires from the University of Pennsylvania to become librarian of the new Brooklyn College. Frances Simpson of the University of Illinois Library School retired from the profession, to its loss. In England many changes are in prospect. The veteran L. Stanley Jast retired at the close of the year from the Manchester position, unfortunately before the building of the new library edifice which he has had in plan.

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DESPITE the depression, library schools continue to increase, five having been added during the past year to the roll of the score of accredited schools. Most of the development has been in and for the South, including a special school for school librarians at the College of William and Mary, general schools at the University of North Carolina and Louisiana State University, and a special Catholic school at Our Lady of the Lake institution at San Antonio, Texas. For the mountain region provision is now made by a school at Denver University, with Malcolm G. Wyer, librarian of the Public Library, as Director. The depression, which is the sad feature of the year, has, however, had the effect of making it difficult for library school graduates to obtain positions.

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THE CHIEF sufferer in enforced economy has been the Chicago Public Library, with a cut of $400,000 from its budget, and many other libraries have suffered in like manner, though happily not in like proportion. The budget of the Fall River, Massachusetts, Public Library was cut to about 40 per cent less than it was last year, and the City Council has reduced the expense appropriation of the Rochester Public Library to $250,000 which is a reduction of some $92,000 (nearly twenty-seven per cent) under the 1931 allowance. In Greater New York the budget of the Queens Borough Public Library was accepted with a cut of but $19, while New York and Brooklyn had some increase in their appropriations. Throughout the country unemployment has increased the number of readers and circulation, and it has been a hard task to supply the increased demand with decreased supply of funds for books and service.

A. L. A. Conference—New Orleans

Travel Information

FOR THE CONFERENCE in New Orleans (April 25-30) the railroads of the United States and Canada have granted a round-trip rate from points east of the Rockies, of one and one-half fares, on the identification certificate plan. These certificates will be mailed from Headquarters to all members some weeks preceding the meeting, and must be presented when ticket is bought.

This year for the first time a limit of 30 days is allowed for the return, and the route home may vary if desired. A return, therefore, via any of the direct competing railroads will also give delegates a fare-and-one-half rate. A return by more circuitous routes may be made by buying on the basis of ¾ of the going fare, plus ¾ of the fare over the desired route home. Of course it will be necessary to designate the return route when purchasing the round-trip ticket.

For those in the east wishing to make the trip to New Orleans by water, the steamer "Creole" of the Southern Pacific Steamship Lines, sails from New York for New Orleans on April 16, due there Friday, April 22, and returning the "Dixie" leaves New Orleans May 4, due in New York May 9. Fare, first-class cabin including berth in 2-berth stateroom, and meals $63.00 one way. $110.00 round trip.

There does not seem to be any steamer passenger service down the Mississippi River without chartering a steamer, which would not be feasible.

Below are given the round-trip direct fares from various centers, and the cost of pullman lower one way:

To NEW ORLEANS FROM	ROUND-TRIP FARE	PULLMAN LOWER ONE WAY	
Boston	$83.36	$16.88	
New York	72.51	14.63	
Philadelphia	67.65	13.50	
Washington	60.30	12.00	
Atlanta	26.67	5.63	
Savannah, via Atlanta	35.46	3.75	Savannah to Atlanta
		5.63	Atlanta to N. O.
Jacksonville	33.08	6.38	
Louisville	41.82	8.25	
Memphis	21.29	4.50	
Jackson, Miss.	9.90	3.38	
Montgomery, Ala.	17.22	3.75	
Birmingham, Ala.	19.17	3.75	
Buffalo	71.15	4.50	Buffalo to Washington
		12.00	Washington to N. O.
Detroit	59.49	12.00	
Cleveland	59.15	12.00	
Cincinnati	45.42	9.00	
Toronto	73.71	5.63	Toronto to Washington
		12.00	Washington to N. O.
Chicago	50.64	10.13	
Minneapolis-St. Paul	69.17	13.88	
St. Louis	38.06	7.88	
Des Moines	56.37	11.63	
Omaha	58.47	12.38	
Denver	72.00	14.63	
Little Rock	25.65	4.50	
St. Joseph, Mo.	51.20	9.00	from K. C.
Oklahoma City	40.89	6.38 (approx.)	
Austin, Tex.	29.33	5.63	
Houston	20.43	3.75	
San Antonio	31.82	6.38	
Santa Fé	72.87	13.50	

Personally-Conducted Travel

North Atlantic States and Washington, D. C., apply for pullman reservations to Franklin H. Price, Free Library, Logan Sq., Philadelphia, Pa. The party will be routed over the Pennsylvania and Southern railroads, with a day stop-over for sight-seeing at Chattanooga.

New England apply to F. W. Faxon, 83 Francis St., Boston, Mass. The party will join the New York delegates, travelling via Chattanooga, going to New York through Cape Cod Canal, Eastern S.S. Co., Friday evening, April 22d.

Chicago and central U. S. party apply to John F. Phelan, Public Library, Chicago. This party will leave Chicago over the Pennsylvania R. R. at 2 P.M. Saturday, April 23d, due in Chattanooga 9 A.M. Sunday, spending the day there with the other groups, and all will proceed together by special train on the evening of April 24th, due in New Orleans 9 A.M. April 25th.

Sunday in Chattanooga promises to be a notable day, with visits to the battlefields on Lookout Mountain, lunch at the Caverns, and evening dinner at Signal Mountain Inn on Signal Mountain. Cost of this stop over $5.

Post-Conference Plans

The local New Orleans committee has planned a two-days excursion, leaving by sleeper Sunday evening, May 1st. This will be in the beautiful Teche country, with visits to plantations, and will include a day at Baton Rouge, the capital, and seat of the State University. Party due back in New Orleans 6:30 P.M. Tuesday, May 3d. Cost about

$25.00. The trip will be conducted by Mr. and Mrs. Charles R. Flack of Lafayette, Ind. (He is librarian of the Southwestern Lousiana Institute). Register for this trip with Robert J. Usher, Howard Memorial Library, New Orleans, sending him first payment of $5.00.

For those desiring a more extensive trip New Orleans is the logical starting point for

(a) A steamer trip of 16 days to Havana, Costa Rica and Panama Canal. Cost about $200. including meals, stateroom berth, and all short excursions, to be conducted by John F. Phelan, leaving New Orleans Saturday noon, April 30th. Such a trip gives the thrill of foreign travel and the comfort of a palatial steamer, and a delightful ocean rest. In Havana from Monday noon to Tuesday, 1:00 A.M., at Cristobal, Canal Zone, Friday, with time for trip to Gatun Locks and to Panama City, at Port Limon, Costa Rica, Saturday morning to Sunday afternoon, with trip through the banana country over the mountains by parlor car to San Jose, the capital, with room and bath for the night at the new Gran Hotel, Costa Rica. A stop at Havana again on the return, from Wednesday evening to Saturday afternoon, with room and bath and meals at hotel. Due New Orleans Monday afternoon, May 16th. (Alternative at Havana on the return: those who desire may go by water to New York, spending only one night at Havana, due in New York City Sunday morning, May 15th. This New York alternative will not increase the cost of trip, but would mean buying a one-way rail ticket to New Orleans for the conference, and a one-way ticket from New York home). Please register with Mr. Phelan before April 1st.

(b) A 12-day excursion to old Mexico, with stop overs at Houston (with side trip to Galveston), and at San Antonio, Texas, personally conducted by Frederick W. Faxon. Leaving New Orleans Saturday evening, April 30, on pullman cars, Sunday will be spent in Houston and Galveston, Tex., and Monday will be given to sight-seeing in and about San Antonio. Thence through pullmans will take the party to Mexico City, which will be headquarters for a week of sight-seeing and excursions by automobile to notable points in the vicinity: Xochimilcho and the floating gardens, by way of Coyoacon; Cuennavaca, a city 50 miles from Mexico City, one of the beauty spots of the country, reached over a mountain pass where there is a magnificent view from Mirador on the summit of Mt. El Guarda; Puebla, reached by an 85-mile drive, perhaps the most beautiful drive in Mexico, over another mountain pass, is a city of 100,000 people, at the foot of two world famous snow-topped volcanoes; another excursion will be to the Pyramids of the Sun and the Moon, at San Juan Teotihuacan, the largest artificial mounts in North America, about 30 miles from Mexico City. No part of Mexico is more interesting archaeologically than this vicinity, and a visit will be made to the Shrine of the Virgin at Guadalupe. The party will arrive back at New Orleans on the morning of May 11. Expense all-inclusive, based on two in a room, twin beds and bath, while in Mexico City, $230. Register with Mr. Faxon as soon as possible, or before April 1st. The trip will not be undertaken unless ten apply.

Chain to Handle Loan Exhibits

AT AN INFORMAL round table held before the meeting of the Nineteenth Annual Conference of Eastern College Librarians at Columbia, November 28, the question of exhibits in libraries was informally discussed, and the suggestion brought forward that a group of libraries might with advantage form a chain to handle exchange or loan exhibits, as do many of the art galleries of the country. Such an association, if formed, could from time to time draw on its members for traveling exhibits of books, bindings, manuscripts, or graphic arts, and could undoubtedly interest the American Society of Graphic Arts, the College Art Association, private dealers, and individuals, in the circulation of exhibits particularly suited to our type of institution.

As one of those interested, it was suggested by the group that I gather some information as to what college, university, or public libraries might be interested in such a proposal, and what exhibit space could be made available at interested institutions, for such a purpose.

The Rush Rhees Library has space for three separate exhibits as follows:

a. 8 vertical wall cases in main corridor; capacity 32 quartos open or 48 octavos.
b. 8 cases, reception room; capacity 16 folios or quartos open, or 48 octavos open.
c. 18 sloping top cases, exhibit room; capacity 36 folios or 108 octavo volumes open.

In connection with this latter room, there is also seventy-five running feet of wall space for hanging pictures and prints.

An exhibit fitted to any one of these units, or a combination, could be given adequate display.

The undersigned would be glad to hear from other libraries interested. Such expression should be accompanied by an outline similar to that given above of available space.

D. B. GILCHRIST,
Librarian, The University of Rochester

The January Forecast

A check list of books of general interest whose publication dates fall during the coming month

History, Travel, Biography, Literature

January 1-4

Allen, Devere. Ed. ADVENTUROUS AMERICANS.
Over twenty American personalities described by various reporters. Farrar. $3.

Darling, J. N. DING GOES TO RUSSIA.
Personal observances and sketches by Ding, the noted cartoonist, who went to Russia in the summer of 1931. Whittlesey. $2.50.

Dumba, Constantin. MEMOIRS OF A DIPLOMAT.
Valuable commentary on outstanding men and events of the political world during the last half-century. Trans. from German by Ian F. D. Morrow. Little. $4.

Herold, Don. DOING EUROPE—AND VICE VERSA.
The story of a humorist's trip abroad. Little. $1.50.

Princess Pilar of Bavaria. EVERY INCH A KING.
A study of Alfonso XIII, former King of Spain, by a near relative. Dutton. $5.

Sherman, Stuart P. THE EMOTIONAL DISCOVERY OF AMERICA.
Essays. Last volume from the pen of the critic. Farrar. 50c.

January 8

Gibran, Kahlil. THE WANDERER.
Poetic parables by the author of *The Prophet*. Knopf. $2.50.

January 12-13

Angell, Sir Norman. THE UNSEEN ASSASSINS.
Complementary work of *Great Illusion*. The people must decide whether there is to be another war. Harper. $3.

Davidson, Edward. THE NINTH WITCH.
Lyric verse. Harper. $2.

Gibbons, John. AFOOT IN ITALY.
Daily life of the old and new Italians. Dutton. $2.50.

Royde-Smith, Naomi. THE DOUBLE HEART.
A study of Julie de Lespinasse, one of the most notorious women of the Louis XV court. Harper. $3.50.

Schmitt, Berdyaev, and De la Bedoyere. VITAL REALITIES.
Essays. Macmillan. $2.

January 15

Dreiser, Theodore. TRAGIC AMERICA.
America's chaos analyzed and a practical way out suggested. Liveright. $2.

Ford, Ford Madox. RETURN TO YESTERDAY.
Autobiography. Liveright. $4.

Sears, Louis M. GEORGE WASHINGTON.
Scholarly biography based on Washington's own writings and on other original sources. Crowell. $5.

January 20-22

Johnson, Martin. CONGORILLA.
Martin Johnson's record of his last two years in Africa. Brewer. $3.50.

Knox, Dudley W. THE NAVAL GENIUS OF WASHINGTON.
Captain Knox, librarian of the Naval Department, reveals George Washington in the new light of a truly great naval strategist. Houghton. $6.

Pulsifer, Harold T. HARVEST OF TIME.
Poems by the author of *Mothers and Men*. Houghton. $1.50.

During January

Tschuppik, Karl. LUDENDORFF: THE TRAGEDY OF A MILITARY MIND.
A biography in which the whole conduct of the war is summmarized. Houghton. $5.

Fish, Angell, and Hussey. THE UNITED STATES AND GREAT BRITAIN.
Anglo-American relationships. Univ. Chicago. $1.50.

Farrington, Edward I. ERNEST H. WILSON-PLANT HUNTER.
Biography. Stratford. $2.50.

Masefield, John. POETRY.
How poetry has been defined and how it comes into being. Macmillan. $1.

Wenger, C. N. DEVOTIONS IN PROFILE.
Poetry. Stratford. $2.

Wickenheiser, Herbert. SANTIAGO POEMS AND OTHER VERSE.
Poems range from pietistic moods through Hardian satire to lyrical beauty. Stratford. $2.

Miscellaneous Non-Fiction

January 2-4

Achilles, Paul S. Ed. PSYCHOLOGY AT WORK.
Most recent methods and findings of present-day psychology. Whittlesey. $3.

Archibald, E. H. PREPARATION OF PURE INORGANIC SUBSTANCES.
Precision and accuracy of physical and chemical and other scientific measurements. Wiley.

Dutcher and Haley. INTRODUCTION TO AGRICULTURAL BIOCHEMISTRY.
Reveals modern theories and discoveries. Wiley.

Ferry, E. S. APPLIED GYRODYNAMICS.
And its use in aviation, navigation, and industry. Wiley.

Lawrence, D. H. APOCALYPSE.
Posthumous work. Lawrence's final statement on religion. Viking. $3.

Stopes, Marie C. ENDURING PASSION.
A continuation and elaboration of *Married Love* which was addressed primarily to young married couples. Putnam. $2.

January 5

Burns, Robert E. I AM A FUGITIVE FROM A GEORGIA CHAIN GANG.
The author, still in hiding, exposes a vicious penal system. Vanguard. $2.

Davis, W. W. THE DAY OF WORSHIP.
A sane program of Sunday observance and the place of the Sabbath in history. Macmillan. $1.

Faunce, W. H. P. FACING LIFE.
Reprinted. Talks to students at morning chapel service. Macmillan. $1.

SERVICE BOOK FOR SCHOOLS.
Thirty-five brief services for preparatory schools and Sunday schools. Macmillan. $1.25.

Watkin, E. I. THE BOW IN THE CLOUDS.
An essay toward the integration of experience. Macmillan. $1.75.

January 8

Brill and Youtz. YOUR CHILD AND HIS PARENTS.
A textbook for child study groups. Appleton. $2.50.

Cooper, Lane. THE RHETORIC OF ARISTOTLE.
For all who want to improve their effectiveness as speakers. Appleton. $3.

Foster, R. F. VANITY FAIR'S BRIDGE PROBLEMS.
Some of the most difficult problems contributed to the pages of *Vanity Fair*. Liveright. $2.

Garnett, A. C. THE MIND IN ACTION.
Appleton. $2.

Schultz, Hazel. MAKING HOMES.
A home economics text book. Appleton. $2.50.

Stevens, Thomas W. THE THEATRE FROM ATHENS TO BROADWAY.
Outline of the history of the theatre. Appleton. $2.50.

January 12-14

McKenzie, J. G. PERSONAL PROBLEMS OF CONDUCT AND RELIGION.
How neuroticism can be prevented by understanding. Macmillan. $1.25.

Singer, Charles. THE STORY OF LIVING THINGS.
The story of man's discoveries concerning his world and his fellow creatures. Harper. $5.

Tiltman, H. Hessell. THE TERROR IN EUROPE.
Exposure of political conditions in certain European countries today. Stokes. $3.75.

Yeaxlee, Basil A. THE APPROACH TO RELIGIOUS EDUCATION.
A thoroughly satisfactory syllabus for the teacher or parent. Macmillan. $1.25.

January 15

Haven, G. B. MECHANICAL FABRICS.
Physical characteristics, uses, and manufacturers of textiles of all kinds treated thoroughly. Only book of its kind in print. Wiley.

Neumann, Henry. LIVES IN THE MAKING.
Appleton. $3.

Propert, W. A. THE RUSSIAN BALLET.
Nine years in the activities of the Diaghileff Ballet. Greenberg. $10.

Seely, F. B. ADVANCED MECHANICS AND MATERIALS.
Analysis of stresses and strains in various members of engineering structures and machines. Wiley.

Stokes, Richard L. MERRY MOUNT.
The libretto of the American opera which is to be produced by the Metropolitan Opera Company next year. Farrar. $2.

von Wiese, Leopold. SYSTEMATIC SOCIOLOGY.
Presents sociology as a science, systematized and differentiated from other social sciences. Wiley.

Williams, Michael. THE SHADOW OF THE POPE.
The progress of religious liberty in the United States. Whittlesey. $3.

Winton, A. L. STRUCTURE AND COMPOSITION OF FOODS. Vol. I.
An exhaustive treatise on the chemistry and structure of foods. Vol. I devoted to vegetables. Wiley.

January 18-19

Otto, Rudolph. MYSTICISM EAST AND WEST.
An English translation supervised by the author. Macmillan. $3.50.

Snowden, James H. THE DISCOVERY OF GOD.
The reality and nature of God. Macmillan. $2.

Zweig, Stefan. MASTERS OF MENTAL HEALING.
Viking. $3.50.

January 20-22

Beau Brummel. MALE AND FEMALE COSTUME.
This is Beau Brummel's own monumental work in costume. Doubleday. $25.

Burnham, William H. THE WHOLESOME PERSONALITY.
Normal personality and the conditions that favor its development. Appleton. $3.50.

Justin, J. D. EARTHWORK DAM PROJECTS.
Investigation of site, analysis, design and construction. Wiley.

Mawson, C. O. Sylvester. THE DICTIONARY COMPANION.
Doubleday. $3.50.

During January

Barnard, C. D. BARNARD ON LEARNING TO FLY.
How to fly airplanes and how airplanes fly. Macmillan. $5.

Blumenthal, Albert. SMALL TOWN.
Sociological study. Author writes of his own town, Minerville. Chicago Univ. $3.

Churchill, W. L. PRICING FOR PROFIT.
The principles of profitable business. Macmillan. $3.

de Long and Washburn. HIGH AND LOW FINANCE.
Famous swindlers and swindlers of modern times. Bobbs. $3.

Garrison, Elisha E. THE RIDDLE OF ECONOMICS.
The inter-relationships of the problems of business, politics, and economics and how these problems are tied up with the question of sound money. Macmillan. $2.50.

Ingram, Kenneth. THE CHURCH OF TO-MORROW.
A restatement of the Catholic faith in modern terms by a man who is a liberal Anglo-Catholic. Macmillan. $2.

Thornber and Bonker. THE FANTASTIC CLAN: THE CACTUS FAMILY.
A study of the cactus plant in its native home. Macmillan. $3.50.

Woody, Thomas. NEW MINDS: NEW MEN?
A comprehensive and fair-minded survey of the new education completely under the control of the Communist Party. Macmillan. $4.

Selected Fiction

January 2

Bower, B. M. LAUGHING WATER.
A story of the modern West. Little. $2.

McFee, William. THE HARBOURMASTER.
A sea yarn. Doubleday. $2.50.

Parrish, Anne. LOADS OF LOVE.
A witty, amusing tale by the author of *The Perennial Bachelor*. Harper. $2.50.

January 4

Chapman, Maristan. THE WEATHER TREE.
Tale of Southern mountaineers. Book League's selection for January. Viking. $2.50.

Young, Francis Brett. MR. AND MRS. PENNINGTON.
A new novel by the author of *My Brothers Jonathan*. Harper. $3.

January 7

Morley, Christopher. SWISS FAMILY MANHATTAN.
A social satire on New York life. Doubleday. $2.

January 13

Lidin, Vladimi. THE PRICE OF LIFE.
An extraordinary picture of university life in Soviet Russia. Harper. $2.

Wilson, Margaret. ONE CAME OUT.
Tale of a prison governor who faces the task of executing a prisoner. Harper. $2.

January 21

Gibbs, Anthony. THE NEW CRUSADE.
Doubleday. $2.

Tarkington, Booth. MARY'S NECK.
Doubleday. $2.

January 29

Sawyer, Ruth. FOLKHOUSE.
The autobiography of a home. Appleton. $2.

Book Club Selections

Book League of America

THE WEATHER TREE. By Maristan Chapman. *Viking.*
A tale of Southern mountaineers.

Book-Of-The-Month Club

MR. AND MRS. PENNINGTON. By Francis Brett Young. *Harper.*
The affairs of a neighboring English family.

Business Book League

SCIENTIFIC FORECASTING. By Karl Karsten. *Greenberg.*

Catholic Book Club

OUR CHANGING THEATRE. By R. Dana Skinner. *Dial.*

Children's Book Club

THE MAGIC BIRD (Junior Group). By Sybille Noel. *Doubleday.*

WILD LIFE IN THE BLUE MOUNTAIN FOREST (Senior Girls). By Ernest Harold Baynes. *Macmillan.*

WITH A MOTOR TRUCK IN WEST AFRICA (Senior Boys). By Wilfred D. Hambly. *Century.*

Junior Literary Guild

DICK AND TOM (Primary Group). By Mark Van Doren. *Macmillan.*
True stories of two boys and their ponies on a Middle West farm—excellent nature study.

OLD MAN COYOTE (Intermediate Group). By Frank Linderman. *Day.*
Hero legends of the Northwest Indians told with unusual feeling.

THE TOWN OF THE FEARLESS (Older Girls). By Caroline D. Snedeker. *Doubleday.*
A dramatic story of a town and its founders by one of the foremost writers for young people today.

SOUTH OF ZERO (Older Boys). By M. I. Ross. *Harper.*
Thrilling adventures with a boy stowaway on an Antarctic Expedition, authentic in atmosphere and background.

Literary Guild of America

THE HARBOURMASTER. By William McFee. *Doubleday.*
A ship is the "other woman" forming the disturbing triangle in the lives of the Fraleys.

Religious Book Club

MYSTICISM OF ST. PAUL. By Albert Schweitzer. *Holt.*

Scientific Book Club

THE PIONEER FRINGE. By Isaiah Bowman. *American Geographical Society.*

Milwaukee-Downer Granted $10,000

MILWAUKEE-DOWNER College has been granted $10,000 by the Carnegie Corporation, New York City, for books for the library.

Book Reviews

Carnegie Corporation Library Conference

HALFWAY THROUGH the ten-year program in library service inaugurated in 1925, the Carnegie Corporation of New York decided November 1930, to pause awhile to look ahead with reference to its library activities. Several representative librarians who have assisted the Corporation in carrying out various of its projects were invited to meet at the New York office to consider plans for the next five years, basing their discussions on the five that had passed. The first informal conference was held in the Corporation Board Room December 8, 1930. Subcommittees appointed then met on February 24, 1931, at the University of Michigan to discuss and summarize their findings. Reports were made next day at the second informal conference, and an Interstitial Committee was appointed to review and summarize the findings of subcommittees. Back in the Corporation Board Room on April 27, 1931, the third informal conference was held. The report of the Interstitial Committee was discussed, amended, and adopted as the findings of the Informal Library Conference. They are now published in a pamphlet of 81 pages.[1]

Subsidies to library schools, the development of the Board of Education for Librarianship, grants to college libraries, the necessity of research in the problems of school library service, and the possibilities of aiding other organizations such as the American Library Institute, the Bibliographical Society of America and the National Association of State Libraries were subjects of careful consideration. The chief object of several of these studies was to relieve the President's Office of a very substantial administrative load which the Corporation has built up in recent years as a result of its interest in library matters, although it was never intended by its founder to serve as an operating organization.

In one of the longest and most plain-spoken of the reports, the Subcommittee on the Relations of the Carnegie Corporation to Education for Librarianship and to Building Up the Library Profession reaches the conclusion that from its subventions of $3,084,000 to library schools since the adoption of the so-called ten-year program the Corporation has received only partial values from the money expended. The subventions to Columbia University and the proposed support of the University of North Carolina are excepted from this criticism. Money given to certain schools if spent on enlarging and improving the work of the Board of Education might have achieved more substantial and definite gains. The Subcommittee was of the opinion that if the work of the Board and the work of the library training agencies are to be placed on a higher level of efficiency, more money for both objects must be forthcoming from some source, and that a withdrawal of the support of education for librarianship and of the Board of Education for Librarianship would be calamitous. The Board needs the full time of more people and particularly the full time of its Secretary. In the past five years it has done much in guiding the establishment of library schools and minimum standards in these schools, and in discouraging the establishment of schools in the wrong place. The rigidity of its standards is illustrated in its refusal to accredit the School at the University of Buffalo, its withholding approval of the School of Library Science at Syracuse University until conditions were definitely improved, its restrictions in the matter of the Chautauqua School of Librarianship and its opinion that a library school in another borough of New York City is superfluous when the metropolitan district is already so well supplied. To quote the Subcommittee: "In view of the comparatively small number of positions in libraries in the United States and the very large number of students in library schools at the present day, such action seems to us very wise; and further curbing of this sort will unquestionably be necessary if we are not to have a crop of cheap library schools manned by incompetent teachers and turning out an ill-trained product which will inevitably lower professional standards and salaries, both of which are at present far too low." In guiding the teaching of librarianship the Board has at least aided by sponsoring and publishing the Curriculum Studies.

As to college libraries, the Subcommittee appointed to consider their relation to the Corporation does not believe that the latter can escape either the burden of administration of college and library grants or the responsibility of decision in such matters. The Corporation should be free to seek the best possible advice, for the particular project or series of projects under discussion, both from

[1] **Carnegie Corporation of New York.** *Report of Informal Conferences on Library Interests, December 8, 1930; February 4, 1931; April 27, 1931.* 522 Fifth Avenue, New York: The Corporation, 1931. pap. 81p.

within and without the library profession. Rotation of membership year by year among a relatively large number of committees would assure fresh points of view. But this plan involves adequate staff service on the part of the Corporation. Advisers, already fully occupied with their own business, should be relieved in some part of the drain of their time and energy involved in frequent advisory group meetings. The Subcommittee recommended that a college library advisory service should be established at A.L.A. Headquarters. So far most of the Corporation grants to colleges have been made to secure a more adequate book supply. In giving this aid care should be taken to maintain freedom of selection on the part of the college and to stimulate the library staff to exercise such choice wisely. A suggested list of books should merely be suggestive. In the case of out-of-print books, one feasible plan is that the A.L.A. pay the original publisher the cost of manufacturing the new edition from a revolving fund, the fund to be reimbursed by payment of royalty after a certain number of copies are sold to the libraries which undoubtedly will be glad to have the book available again.

Some of the unevenness in school library development and many of the mistakes now made in ignorance could be corrected or avoided if there was a central office to which school administrators, librarians and teachers could turn for advisory service. No such center now exists in the government, the teachers' associations, or the American Library Association. The Subcommittee on School Library Service recommends the establishment of such a department at A.L.A. Headquarters, and suggests that participation in the solution of the problem of providing adequate library service for schools by the Carnegie Corporation, the General Education Board and the Rosenwald Fund will be of great significance in the advancement of American education.

The A.L.A. again is considered the best organization for carrying out the details of library fellowships, thus relieving both Corporation and the Board of Education for Librarianship from detail work. The Subcommittee considers $1,500 a normal grant. It also suggests that fellowships similar to the so-called industrial fellowships of the Mellon Institute be established to develop individuals and to advance the profession of librarianship.

A Book Welfare Manual [1]

IT WAS MY FORTUNE to begin to attend public school just at the period when the local school board began to furnish some free textbooks. I recall distinctly the two kinds we had: those our parents still had to buy for us were nearly always covered with stout paper or brightly printed cloth and we took considerable care of them. The books provided by the school board, almost without exception were left to their speedy dissolution, unprotected by cover, or any noticeable care.

This is fairly analogous to the treatment books still receive. Those which are owned are much more likely to be cared for than those which are borrowed from either public or private sources. In libraries, care and preservation have been subordinated (sometimes properly and unavoidably) to rapid turnover and repair has meant merely hospitalization for rapid return to the firing line. Only recently we have discovered that, even for circulation purposes, attractiveness and good condition are important. The present period of enforced economy which has followed one of almost unparalleled expansion is bringing us to reconsider the forgotten virtue of conservation of material used even by large numbers. The increased interests in antiques, real and spurious, and the great increase in the number of private book collectors have opened the eyes of many, both in library work and outside, to the value of care, repair and restoration for purposes other than merely that of economy.

This book is therefore timely. There is no reason to doubt the claim of the authors that it is based on experience. The abundance of detail and the selectivity shown in this very abundance, support their claim. No one but persons with abundant and varied stocks of books and large opportunity in equipment for research and experiment could have handled the matter so surely.

Little escapes them. The seven heads (aside from the bibliographic section and the index) include: The Care of Books in General; the Care of Books in the Library; some Enemies of Books; the Repair and Mending of Books; the Treatment of Paper, Vellum, etc.; the Care of Leather Bindings; the Treatment of Cloth Bindings.

It is true that there is some replowing of fields already tilled. Years ago, Dr. Spafford wrote concisely but wisely of "the librarian as repairer and restorer." Still earlier, Bonnardot (whom most of us cite smugly, even though we have never seen his books) wrote an elaborate treatise on repair and restoration of books, in two volumes of different dates.

[1] *The Care and Repair of Books*, by Harry Miller Lydenberg and John Archer of the New York Public Library. N. Y., The R. R. Bowker Co., 1931. 127 p. illus. $2.

Blades made a commonplace of the phrase "enemies of books" and practically every writer on book binding has included a chapter or section on the subject of care and repair of books, Dana's *Bookbinding for Libraries*, for example, has two chapters of considerable value especially to the small public library.

The authors of the book we are considering here show, in their bibliography, which includes almost eighty titles in several languages, that they are familiar with the work of others. The value of their book lies largely in the thoroughness with which they have gathered, organized and presented the material widely scattered in books and periodicals frequently difficult to obtain, as well as for the additions they have made on present day materials and practices.

In their introduction, the authors disclaim responsibility for results in "colder or hotter, drier or more humid countries." This apparent timidity is more than offset by the courageous way in which they later state: "The private library suffers less danger to books while being handled than does the public collection with volumes handled between ignorant readers and thoughtless attendants." This is a far cry from "The public, may they always be right; but, the public, right or wrong." The growing vogue of apartment life and its "service" makes it comparatively safe for them to assert further: "Dust on books may be unpleasant, but it certainly can do no such harm as the banging and thumping they get on these annual or semiannual incursions or on the weekly or monthly attacks of housekeepers and housemaids."

The treatment of books exposed to unfavorable atmospheric conditions, to disease germs, to vermin, to mildew and to mold is adequately discussed. This section is of value to any bookowner or librarian. The section devoted to mending is clear and sensible. It would have been additionally useful if the very simple process of pasting loosened cloth hinges had been more elaborated. Its very simplicity leads many bookowners to overlook its possibilities. Anyone intelligent enough to like books should have no difficulty in understanding and applying every process which falls in the field of his needs and skill. The writers, speaking of recasing, say: "This 'recasing' is a pretty piece of work when done by competent hands. Sober old age advises, however, that cheap and unimportant volumes be used for experimenting." The same advice is pertinent to other sections.

Though the style is admirably clear, the book is not primarily a first aid to the small library forced to bookmending to save binders' bills. The elementary pamphlets of Gaylord, Huntting, Democrat Printing Co., and the Library Bureau are better for such work.

Messrs. Lydenberg and Archer are at their best when they touch fields of greatest interest to the booklover or the library which has at least some rare and valuable books. Such are the sections on papers and their treatment and the care and restoration of bindings. There is probably no better easily available discussion of the varied treatment of paper of various uses and qualities. The space devoted to treatment of vellum manuscripts and binding, to papyrus, and to the covering of valuable fragile material with crepeline or tissue paper indicates the wide interests and experience of the authors as well as the excellent opportunity they have for experimenting.

As a reference book this work is of value in any considerable collection of books, public or private. Even the sections which are beyond the skill of the reader to apply are of use to show what can be and should be done by expert help. It may also suggest that books as well as readers should be given "service."

To any one who has dabbled with book repair this book is dangerous. It simply incites him to renewed and probably further unsuccessful effort. It makes one feel that perhaps sometime he, too, will realize his dream of successfully resizing some battered old book he loves. I suppose neither Mr. Lydenberg nor Mr. Archer would dare to speak so casually of this if they had not somewhere found the proper combination of material, utensile, suitable clinical material and adequate drying space. For this renewed hope and interest as well as for the eminently practical value of the work, I am personally grateful to both authors. And, by the way, I am also thankful that the book is so unlike many other books on bookish subjects. It is well written, admirably printed, satisfactorily bound and can be bought for a reasonable price.

FRANK K. WALTER

Library Exhibits Washington Material

AN EXHIBIT of books, pamphlets, pictures and other objects connected with George Washington and his time has been undertaken by the Public Library of Washington, D. C., at the suggestion of the United States George Washington Bicentennial Commission. The Commission announces that it will soon publish a special library bulletin showing pictures of several model exhibits and outlining methods by which libraries can play an important part in the Bicentennial Celebration. The bulletin will be sent to every school and public library in the United States.

Library Organizations

New York Library Association

THE 1931 CONFERENCE of the New York Library Association, which was the forty-first annual conference, was held at the Lake Placid Club, September 21-26.

On Monday morning Mr. William F. Jacob of the General Electric Company Library led a round table on "Making Your Community Appreciate the Library" and in the afternoon Dr. Kinkeldey was chairman of the College Librarians' round table leading an informal discussion on cataloging. On Monday afternoon Miss Bertha M. Cudebec presided over a discussion group where personnel problems was the topic. At five o'clock on Monday the Hospitality Committee entertained at tea to introduce new members to old members.

On Tuesday morning the general session was in charge of Miss Mary Eastwood. The topic for the morning was "The Extension of Library Service to Institutions." Speeches were given by Mr. Austin H. MacCormick, assistant director, U. S. Bureau of Prisons and by Miss Sarah B. Askew of the New Jersey Library Commission. The round table of the day was led by Miss Juanita Kersey of the Oswego City Library with the topic: "Cataloging in the Small Library." In the afternoon the members of the Association were the guests of Dr. and Mrs. Dewey for tea at "White Birches." At the general session on Tuesday evening Dr. Dewey gave a cordial address of welcome and was followed by his son, Dr. Godfrey Dewey, who told about the 1932 Olympics to be held at Lake Placid. Miss Josephine Adams Rathbone, president of A.L.A., conveyed the greetings of our parent association. Mr. Wharton Miller gave the president's address on "Libraries in the Economic Depression."

Miss Helen Becker presided at the general session on Wednesday morning. Here the topic was "Adult Education." Mr. Milton Ferguson of the Brooklyn Public Library spoke and was followed by Mr. Clarence Sherman of the Providence Public Library. Mrs. Theresa West Elmendorf for some many years with the Buffalo Public Library and a former president of A.L.A. very graciously consented to appear on the program. At the County Library round table Miss Elizabeth M. Smith, chairman of the Association's County Library Committee, presided and outlined the program of the coming campaign for county libraries. At the tea discussion meeting Miss L. Marion Moshier discussed "Periodicals which the Small Library Should Bind." In the evening Dr. James I. Wyer skillfully combined his own paper on "Trends in Library Training in America" with that of Miss Sarah C. N. Bogle who was unable to be present. (L. J. 56:1029-36, 1931.)

Thursday morning was school librarians' morning with Miss Anna Clark Kennedy of the Library Extension Division, in charge. Talks were given by Dr. Warren W. Coxe, Miss Gretchen Westervelt and Miss Sabra Vought. The Thursday afternoon tea meeting was led by Miss Anna E. Thompson with the topic "Getting Non-fiction Read." In the evening Mrs. Ruth Sawyer Durand spoke most delightfully on "Creative Aspects of Story Telling."

Friday was "Book Day." The general session on Friday morning was in charge of Miss Ada J. White. Mr. John Farrar of the firm of Farrar and Rinehart spoke on book publishing. Mr. Yust talked on censorship and Miss Lilian M. Potter told in a most humorous and able way of book selection in a small library. Ten minute book talks were then given by Miss Margaret Taylor, Miss Elizabeth M. Smith and Miss Bernice Hodges.

The reference books round table was presided over by Miss Mary B. Brewster, in the absence of the chairman, Dr. Augustus H. Shearer. The speakers on this program were Miss Gladys Love, Miss Mary Eastwood, Dr. James I. Wyer and Miss Mildred Ross. The trustees present at the conference met at luncheon on Friday with Miss Ann Hathaway in charge. Miss Elizabeth Arthur, N. Y. State Grange lecturer, was the speaker of this meeting. At the Friday tea meeting Miss Emma Beard led the discussion which was of special interest to trustees and the topic of which was "The Annual Meeting and the Community." Friday evening Dr. Burges Johnson, Director of Public Relations, Syracuse University, gave some delightful reminiscences of authors whom he had known.

The following officers were elected: President, Mr. Frank L. Tolman, Library Extension Division; Vice-president, Miss Ernestine Rose, New York Public Library; Members of the Council, terms expiring 1934,—Miss Bertha M. Cudebec, Niagara Falls Public Library; Mr. Milton J. Ferguson, Brooklyn Public Library.

Virginia Library Association

THE ANNUAL meeting of the Virginia Library Association for 1931 was held in Newport News, Virginia, November 6-7, in the Newport News Public Library. At the morning session cordial addresses of welcome were made by Capt. Reyner, Mayor of Newport News, and Mrs. W. B. Livezey, Honorary Chairman of the Newport News Library Board. A paper on "Training for Librarianship" was given by Mrs. Catherine J. Pierce, Professor of Library Science, College of William and Mary, Williamsburg, who outlined the subject from the early days. Following Mrs. Pierce's paper an open forum was held on the question of Certification of Librarians based on the resolution adopted by the American Library Association at the New Haven conference. As an outcome, the President appointed a committee to make a thorough study of the question.

From 2:00 to 4:00 P.M. the question "Do Virginians Want Books to Read" was emphatically answered from different parts of the state. The first speaker, Mrs. J. L. Blair Buck, President of the Virginia Federation of Women's Clubs, said that library extension is the keynote of work of the women's clubs of Virginia stating that 50 per cent of these clubs are engaged in some kind of library work. Miss Anne Chapman of Williamsburg gave a paper outlining the history of the Williamsburg Free Public Library from 1908. Other interesting speakers on this subject were Dr. H. R. McIlwaine, Librarian of the State Library, Richmond; Mrs. Katharine C. Lacy of the William R. McKenney Free Library, Petersburg; and Mr. George W. Eutsler of the University of Virginia Extension Department. At 4:00 P.M. the members of the Association were taken on a drive which ended at the Hampton Normal Institute.

At the evening session on Friday, important addresses were made by Miss Tommie Dora Barker, A.L.A. Regional Field Agent for the South on "The Realization of an Ideal" and by Mr. Thomas P. Ayer, Librarian, Richmond Public Library, on "The Library and the Unemployment Situation."

The first hour of the Saturday morning session was given over to Round Table conferences.

The School Library group recommended to the Association the two following resolutions which were adopted:

Resolved: That it is the belief of the Virginia Library Association that the State Board of Education would hasten the professional training of public school librarians by requiring them to be licensed by the said board and expresses the hope that this policy may be adopted as soon as possible.

Resolved: That the Virginia Library Association approves the policy of employing professionally trained public school library supervisors by boards of education in the cities and counties of this state as rapidly as may be justified by the development of the school libraries in the respective school systems.

The establishment of a Virginia Library Commission has been much in the mind of the Virginia Association but in view of the present financial situation it seemed necessary that the plans for the forming of such a commission remain dormant until the period of the 1934 assembly. It was unanimously agreed that the Virginia Association extend to the Southeastern Association an invitation to meet in Virginia in 1932. On recommendation of Mr. Eddy the Virginia Library Association voted to go on record as favoring the construction of a suitable library building for the State Library in Richmond. Mrs. Robert McGuire read for the approval of the Association a resolution in appreciation of the long and valued services of Dr. H. R. McIlwaine, State Librarian. This was unanimously adopted by a standing vote. On invitation of the Secretary of the Chamber of Commerce of Charlottesville it was agreed that the meeting of the Virginia Library Association be held in that city next year.

The officers elected for the year are:

President, Mr. Harry Clemons, Librarian, University of Virginia; First Vice-President, Miss Florence R. Curtis, Director of the Library Training School, Hampton; Second Vice-President, Mr. C. W. Dickinson, Jr., Director of Libraries and Textbooks, State Board of Education, Richmond; Secretary-Treasurer, Miss Mary Louise Dinwiddie, Assistant Librarian, University of Virginia.

Kansas Library Association

THE THIRTIETH Annual Meeting of the Kansas Library Association was held in Wichita, October 20-22. The meeting was a significant one both in its attention to the state's library problems and because of the splendid contributions made by those who addressed the convention. The question of certification of librarians and classification of libraries was perhaps the most important matter of business before this year's meeting. The Committee's report on conditions in the state with recommendations as to a policy and program for the Association's consideration

was received with interest and appreciation of the time and effort given by this committee. Definite action in the matter was postponed until another year, however, allowing the Committee more time in working out a plan particularly adapted to local conditions. In the Rural Library Conference held the second afternoon Mr. Carl F. Milam, Executive Secretary of the A.L.A., discussed the fundamental principles which justify the need and demand for county libraries. A general discussion of the situation in Kansas followed, and awards were made for the winning essays in the contest "What a County Library Would Mean to Me and My Family," conducted by the Sedgwick County Federation of Women's Clubs.

The third day of the convention was devoted to Round Table meeting for the following groups: College and University Libraries, Public Libraries, Children's Librarians, Library Trustees, and School Libraries. Among the guests of the Association who so kindly gave of their time and thought, the delegates were most grateful for the help and encouragement contributed by Mr. Milam in the problems and questions before the Convention. In matters less professional but of no less interest to these present, the convention was indeed privileged in hearing Dr. Glenn A. Bakkum of the University of Wichita and Dr. W. O. Mendenhall, President of Friend's University. Dr. Bakkum interpreted certain facts concerning the great political experiment in Russia in the light of impressions gained during his recent visit to that country. Dr. Mendenhall in a most thought-provoking discussion of "Foes of Democracy" analyzed very clearly the principles in Fascism and Communism which are today challenging Democracy. Wichita as a meeting place provided an unusual opportunity for visits to well-organized libraries for the city librarian, the college librarian, the children's librarian, and for others with specialized interests. The many courtesies extended by the libraries and institutions of the city added to a splendid program and interesting exhibits, marked this convention as a delightful as well as valuable contribution to library interests in Kansas.

Oklahoma Library Association

THE TWENTY-THIRD annual meeting of the Oklahoma Library Association was held at Weatherford, November 10-12, with approximately 100 attending. Dr. E. E. Brown, president, Southwestern State Teachers College, gave the address of welcome and Miss Elsie Hand, Stillwater responded. Topics for discussion centered upon relation between schools and library, and censorship. The president, Miss Ruth Brown, Bartlesville, gave an interesting talk on "Needs of the People and Their Rights to Library Service." This was followed by a "boner" luncheon presided over in a unique manner by Mrs. Gertrude K. Sterba, Ponca City, as toast mistress. In the afternoon session, the relation between schools and library was emphasized. Papers were presented by Miss Anna Anderson, Tulsa, on "The Public Library and the Schools"; Miss Miriam Roe, Weatherford, on "Teacher and the Library"; and Mrs. Irice Ryan, Muskogee, described their three year plan of "Stimulating Children's Reading." The outstanding address Wednesday evening was given by Mrs. Hope Holoway, Tulsa, on "Decency and Indecency in Literature."

Thursday morning was devoted to brief talks on "Small Library Problems" by Mrs. Florence Cobb, Wewoka; Miss Metta Woodward, Woodward; and Mrs. Mamie Small, Lawton. "College Library Problems" were discussed by Miss Lyndal Swofford, Edmond. The patron's viewpoint of library service was given by Mrs. John Scott, Elk City, and Mr. R. E. Nelson, Clinton. Other interesting addresses included: "How Far Shall We Censor?" by Miss Miriam Craddock, Oklahoma City; "Librarians as Readers' Advisors" by Miss Elizabeth Talley, Enid; "Can the Public Use the Catalog to Advantage?" by Miss Alice Lee Marriot, Muskogee; and "What Shall We Do About County Libraries?" by Mrs. J. R. Dale of the Oklahoma Library Commission.

Newly elected officers are: President, Miss Lyndal Swofford, Edmond; Vice-President, Mrs. Gertrude Kosmoski Sterba, Ponca City; Secretary-Treasurer, Miss Anna M. Anderson, Tulsa.

Ontario Regional Group of Catalogers

THE FALL meeting of the Ontario Regional Group of Catalogers took the form of a dinner held at the Library Club, Toronto, on November 21, 1931. The Chairman, Miss Moyer, presided. The speaker of the evening was Dr. C. T. Currelly, Director of the Royal Ontario Museum of Archaeology whose subject was "Museum Records."

Dr. Currelly gave an interesting and instructhe résumé of the history of museums, their influence on the life and art of a country. He then spoke of the keeping of records and stressed the value of the book catalog in preference to the card catalog, in regard to museum records, as a guard against theft.

School Library News

Library Instruction By Group Work

FOR SEVERAL YEARS our staff had looked forward with dread each fall to a few trying weeks that would be devoted to library instruction in our elementary school library. The ordinary quiet uses of the room would be interrupted by the necessary explanations given in tones loud enough to reach an entire class, and by the subsequent milling around of large numbers of pupils, too many of them intent upon using the same drawer of the catalog at the same time. When it was all over, I would be left with an uneasy feeling that only those children possessed of "satiable curiosity" had really accomplished much. Since our children come to us for but one scheduled period a week, and this one, for exchange of books and reading guidance, I became convinced that such a period was too infrequent and too much needed otherwise to be used successfully for instruction in the use of library tools.

THE FIRST of a series of four articles on Library Instruction in Schools by Cleveland School librarians. Other articles will cover Library Instruction by film, by radio, and by the contact system.

To remedy this situation we have, for the past year, been engaged in adapting to our organization the group plan of library instruction used in many platoon schools where the intermediate grades have several library periods each week. That we have been able to make it work at all under a wholly different scheduling system is due to the constructive cooperation of the teachers and to the fact that our school of seven hundred pupils is not so large as to be unwieldy.

Now by arrangement with the teachers, the fifth and sixth grade children come to us in small groups, one table full at a time, from some classroom study period (usually a reading one), for three or four successive days until the instruction unit for their grade is completed. Group succeeds group until all have had a turn. Usually, children of similar intelligence levels are together as they are in the rooms. One general introductory lesson is given each whole class at the beginning, during a part of one of their scheduled library periods, outlining the work to be covered. Then during the group practice periods the other work of the library goes on as usual since such a small group needs only occasional time and attention.

Definite problems on each unit are prepared and typed on individual cards. Each card is planned to cover the most essential points in using the tools in question, and each set of cards spreads the work out through the various volumes, drawers, or shelves, in order to simplify the division of materials. When a group comes in, each child is given a card and sets to work independently, asking for help only when unable to go on. I go to the table at intervals to answer questions and intercept errors, or to make explanations of any point new to the whole group. Often they can help each other, since they had had varying individual experiences with reference books. Records of the work accomplished are kept on individual cards filed behind the various room numbers in a filing box kept on the table. No grades are given but the quality of the work has to be acceptable before the record can be entered.

The advantages most outstanding so far are: the greater availability of the material to the smaller group; the more definite accomplishment made possible by the consecutive practice periods and by the individual attention given; and the greater enthusiasm of the children for the work since they no longer have to give up Recreational reading periods to it. Now they call the problems fun.

The greater time consumed in covering the work has not proved a disadvantage since it does not interfere with the regular reading and reference use of the library, and the skills acquired are so much greater that the teachers feel that the few reading study periods missed by each child is time well spared.

JOSEPHINE K. DILLON, *Librarian,*
Mount Auburn Elementary School,
Cleveland, Ohio.

Publications Wanted

THE MINNEAPOLIS Public Library, Minnesota, will be glad to purchase a copy of the United States Labor Statistics Bureau-Bulletin No. 190, if any library has an extra copy. Apply direct.

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COMPLETE file of the *N. Y. Times* wanted. Daily and Sundays. June 1, 1914 to Jan. 1, 1919. A12.

From The Library Schools

Simmons

EACH OCTOBER the Library School of Simmons College sends a letter with the news of the year to the Simmons women supposed to be still in the library field. It also asks a report from each as to her position, if any, its salary and vacation. This year the letter went to 738 persons, and we now have information for all but sixteen. Six hundred and thirty are known to be in full-time positions. Most of the fourteen in partial or temporary work prefer that to full time. The unemployed group of thirty-six contain two groups. Nineteen are graduates of earlier classes desiring positions, including six married women anxious to re-enter their former profession; thirteen are graduates of 1931 and four are undergraduates who have not yet obtained initial permanent positions. Thirty-three married women are continuing in their vocation, several of them being widows. Several have shifted to other occupations, five are studying, four traveling, thirteen have married and resigned, thirteen are out because of ill health or the demands of their families. Vacation for most is a month, less than one in six has less, and a quarter enjoy free time ranging from five weeks to five months.

Salaries were scanned with unusual interest this year, and the results were more satisfactory than the hard times led one to expect. sixty per cent reported the same salaries they did the year before, 32½ per cent received increases varying from $8 to $2100, while 7½ per cent suffered decreases from $40 to $600. Those were not all cuts, sometimes they represent a loss by a change of position because of marriage, for instance. Salaries ran the scale from $900 to $5500, the average being $1961.78, the median $1850. The total salary value for 621 reporting full-time salaries equals $1,219,032, forty-one and a half per cent receive $2000 or over. It is to be considered in this connection that one-third of the total are young people graduated between June 1927 and June 1931.

What do they all do? Executive positions claim the largest number. They are librarians of public, college and secondary school libraries, and special libraries from art to banking. About ninety more are heads of college department libraries, branch libraries, or of departments in libraries. Catalogers come next, with a goodly number of head catalogers included. The program for library work with boys and girls is one of our newer features, yet some thirty-eight are in that field, despite the fact that marriage depletes this particular group with unusual rapidity. Some of the special positions are most interesting. Mrs. Derman is now director of the first Russian Library College, in Moscow, as well as librarian of the great Academic library of over 1,000,000 volumes. She says, "Our library college nearly corresponds to the four years' course of library school of Simmons. It admits senior high school graduates with not less than two years' library experience and gives a college course of general education in economics, history, literature, etc., and library science!"

JUNE RICHARDSON DONNELLY.

McGill

THE 1931-32 SESSION of the McGill University Library School opened on October 1st with a registration of seventeen full time students and three partials. Sixteen students are registered in the evening extension course. Reference and Library Organization are given during the first term. Miss Nora Bateson (Pratt '29) has been appointed Instructor in Cataloging and Classification. Miss Margaret M. Herdman who was Assistant Professor in these subjects has been appointed to the faculty of the Louisiana University Library School.

North Carolina

THE SCHOOL of Library Science of the University of North Carolina opened its first course with classes on September 18, with the following staff: Dr. L. R. Wilson, Director of the School and University Librarian; Donald Coney, Assistant Director; R. B. Downs, Associate Professor and Assistant Librarian; Miss Susan Grey Akers, Associate Professor, and Miss Nora Beust, Assistant Professor.

Louisiana

THE STAFF of the School of Library Science at Louisiana State University is as follows: Director: James A. McMillen, University Librarian; Associate Director and Professor, Margaret M. Herdman; Assistant Professor, Mildred P. Harrington; Instructors, Charlotte Newton and H. Elaine Boylan. Miss Herdman, who is in charge of instruction, came to Louisiana from Montreal where she was associated with McGill University Library School during the first four years of its operation.

In The Library World

Uniform Promotional Examinations

THE THREE public libraries of Greater New York this year tried the experiment of conducting uniform promotional examinations. The initial suggestion came from the Citizens' Committee which has been making for some time, a detailed study of the library situation in Greater New York.

A Union Examination Board was appointed, made up of two representatives from each of the three libraries; these members being preferably those who had been serving on the Examination Boards of their own libraries.

Upon this Board was placed the entire responsibility of the examinations. They drew up a series of recommendations, which embodied the general policy and desirable methods of procedure. These recommendations were referred back to the Administrations for approval before being put into effect.

The examinations were to be held on the same dates in all three systems, and conducted under numbers; one list of numbers being prepared by the Union Examination Board and distributed among the three systems at the time of the examinations, no straight block of numbers going to any one system.

The subjects to be covered were as follows: Grade 2, three papers; Literature, General Information (the second section of this paper being translation of a modern foreign language), and Library Economy; Grade 3, two papers; Literature and Book Selection, and Library Administration. The Grade 3 papers were to be in two sections; a general section to be written by all candidates, and a specialized section suited to the particular field of work of each candidate,—cataloging, reference, book order, branch administration, work with children, work with schools, etc. Grade 4, the writing of a thesis, followed by an oral test on the subject of the thesis, conducted by the Board.

Each Grade 4 candidate was asked to submit three topics for her thesis, arranged in the order of her own preference. The Board either approved one of these topics or asked for a further list from which to select. At present, fourteen candidates are writing their thesis, each having first approved by her own library officials as worthy of Grade 4 promotion.

An Examinations Committee was appointed, composed of two members from each of the three libraries. This Committee prepared the Grade 2 and Grade 3 examination papers. When in shape, they were brought to the Board for inspection and criticism. The Board spent two full days going carefully over every question and each item in the questions, making such changes as seemed advisable. When finally approved, the papers were returned to the Committee, who then had charge of the printing, proof-reading, etc. They were printed by the New York Public Library, each of the three libraries paying its share of the expense based on its share of the papers used.

The members of the Committee proctored the examinations in their own libraries, a member of the Board being present, also, at the opening of each examination.

The examination number slips for the candidates were perforated through the center. One side of the slip contained the candidate's name, address, name of Library, and Branch or Department, as filled out by herself; this was torn off and deposited in a sealed box which was not opened until all examination papers had been marked and the list of final ratings approved by the Board. The other side of the slip contained a duplicate of the number and was retained by the candidate in order to insure her use of the same number on all subsequent papers written.

The candidates' papers were marked by one section of the Committee and re-checked by the other section. All papers that came within five points of the passing mark (75) were referred to the Board for decision. After a painstaking consideration of all ratings on these papers, the Board made such changes as received a unanimous vote.

The results of the examinations were transmitted to the respective libraries by the Chairman of the Board, in a full report. This report gave a comparative analysis of the results by grade, by subject, and by library; and included the individual ratings of each library's own candidates. The two Board members from each library opened the sealed box in their charge and reported to their administration the names of the candidates holding the various numbers.

It was rather surprising that, in all three libraries, the same percentage of candidates passed completely, passed partially or failed completely. The results in the different subjects showed where one library needed to spur up its staff to win better ratings in literature and general information, another needed a better drill in library economy and library administration.

The candidates themselves generally expressed an appreciation of the papers as being a fair test and interesting to write. A full set of the papers has been placed in each Branch and Department of the three systems, for their educative value to the staff in showing the standard of the new State Certificate plan, to meet which all three systems had rewritten their Schemes of Service.

The personnel of the Board and of the Committee served to advantage in bringing out almost every point of view in the work of a public library. There was a strong representation from the Circulating Departments of the three libraries, with almost every specialized Department also included.

The membership of the Board was as follows:

Brooklyn

Miss Julia A. Hopkins, Chairman, Superintendent of Training.
Miss Clara W. Hunt, Superintendent of Work with Children.

New York

Miss Florence Overton, Supervisor of Branches.
Miss Esther Johnston, Librarian-in-Charge, Central Circulation Branch.

Queens Borough

Miss Dorothy E. Smith, Superintendent of School Libraries.
Mrs. Elizabeth S. Radtke, Superintendent of Cataloging.

The membership of the Comittee was as follows:

New York

Miss Emma F. Cragin, Chairman, Superintendent of Cataloging Circulation Department.
Miss Ruth Saxton, Branch Librarian.

Queens Borough

Miss Lucretia Vaile, Superintendent of Book Ordering.
Miss Lillian E. Pearce, Librarian-in-Charge, Central Circulation Branch.

Brooklyn

Mr. Edward F. Rowse, Reference Librarian.
Miss Beatrice Goldsmith, Branch Librarian.

The library schools represented on the Board and Committee are New York State, New York Public, Wisconsin, and Western Reserve.

A joint meeting of the Board and the Committee was held immediately after the examinations were over, with full discussion of the findings and desirable changes in methods or procedure, with the result that several revisions and new recommendations were made, to be transmitted to the three Administrations for their consideration.

Certain great advantages are manifestly secured:

1. The elimination of duplication of work. Instead of making out three independent sets of papers, the libraries pooled their resources and made but one set.
2. Uniform grades were definitely established throughout the three systems.
3. An absolutely impartial rating was secured by each candidate.

The Board acted in no way to interfere with the authority of the Administrations of the three systems. Each system approved, in its usual way, the admission of its own candidates to the examinations. The Board and Committee merely functioned to manage the machinery of the examinations.

The results have been considered sufficiently valuable to warrant the Administrations in continuing the experiment another year, and the Board has been authorized to proceed with plans for next year.

JULIA A. HOPKINS,
Chairman, Union Examination Board.

Broadcasting Table Of Information

THIS WINTER brings several broadcasting programs which systematically call books and reading to the attention of the listener-in. For the convenience of the librarian who is aware of the library implications of these broadcasts, the following table of information may be useful.

NATIONAL ADVISORY COUNCIL ON RADIO IN EDUCATION

TOPICS: Thirty lectures on Economics
Thirty lectures on Psychology

SPEAKERS: Authorities in their fields, including Leo Wolman, James R. Angell, Jane Addams, and Leta S. Hollingsworth.

OUTLETS: National Broadcasting Company on nation-wide hook-up. Consult your newspaper for local station outlet.

TIME: Weekly, Saturday evenings from 8:30 to 9:00, Eastern Standard Time, beginning October 17.

BOOKLISTS AND SUPPLEMENTARY MATERIAL: Published by the University of Chicago Press. Prepared by comittees of the American Economic Association and the American Psychological Association.

FOR THE ECONOMICS SERIES: READING GUIDE NO. 1, by Felix Morley.
Includes a short introductory statement and a booklist. This covers the first ten lectures in the series on Economics. Subsequent guides will suggest reading for the remaining twenty lectures.

FOR THE PSYCHOLOGY SERIES: *The Listener's Notebook*—one on *Psychology Today*, one on *Child Development*, and others for subsequent groups of lectures. Each notebook summarizes the separate addresses, and gives pictures, diagrams, questions for discussion, and a list of books for further reading.

SOURCES OF SUPPLY: For posters and announcements, write to the National Advisory Council on Radio in Education, 60 East 42nd St., New York City.

For the supplementary study material, write to the University of Chicago Press, Chicago, Ill. Prices are as follows:

READING GUIDE NO. 1 (on Economics): Single copies, 10c.; 100 copies $7.; 500 copies, $30.; 1,000 copies, $50.

PSYCHOLOGY NOTEBOOK: Single copies, 25c.; 10 copies, $1.50; 50 copies, $5.; 500 copies, $45.

FOREIGN POLICY ASSOCIATION

TOPIC: Foreign affairs.

SPEAKER: James G. McDonald, Chairman of the Foreign Policy Association.

OUTLET: National Broadcasting Company nation-wide hook-up. Consult your newspaper for local station outlet.

TIME: Weekly, Thursday evenings, 6:30 Eastern Standard Time, beginning October 15th.

BOOKLISTS: A booklist is printed on the announcement of the program.

SOURCE OF SUPPLY: Write to Mr. James G. McDonald, care of the National Broadcasting Company, 711 Fifth Ave., New York City. Announcements and printed talks sent free of charge.

NATIONAL LEAGUE OF WOMEN VOTERS—VOTER'S SERVICE

TOPIC: 1932 AND AFTER—"Unemployment: What the voter should know."

SPEAKERS: Authorities in economics and politics.

OUTLET: National Broadcasting Company over a selected group of stations. Consult your newspaper for local station outlet.

TIME: (Not definitely assigned for 1932)—Weekly, Tuesday evenings, 7:00 Eastern Standard Time, beginning January 5th, 1932.

BOOKLISTS: Annotated booklists are prepared by the American Library Association to accompany each broadcast.

SOURCE OF SUPPLY: Write to the American Library Association, 520 North Michigan Ave., Chicago, Ill. Lists sent free of charge to libraries.

There are other radio programs of distinction which the librarian will want to call to the attention of her community because they represent the high water mark of radio broadcasting, and because they offer unusual opportunities for sustained and systematic reading.

The Walter Damrosch Music Appreciation series for schools and colleges, planned as a music course for a season, and carefully graded, forms a splendid nucleus for a reading program. The Manual, published by the National Broadcasting Company, 711 Fifth Ave., New York City, includes a bibliography on the instruments in the orchestra, the history of music, music encyclopedias, and related subjects. This Manual is sent to libraries free of charge upon request.

The Sunday afternoon series of concerts for adults (1:15-2:15 Eastern Standard Time) under the direction of Walter Damrosch, features a complete symphony, or an act from some opera. Advance news releases may be obtained from the National Broadcasting Company, so that the library shelf may be prepared to stimulate reading before as well as after the broadcast.

The American School of the Air, with its dramatized scenes from history and its story hours, leads naturally to books. This is broadcast over a nation-wide system by the Columbia Broadcasting Company. Information may be obtained from the American School of the Air, 485 Madison Ave., New York City.

Perhaps the greatest and most stimulating gift of the radio is its power to bring the voice and personality of the great and famous into our very dwelling places. Librarians should take advantage of the enthusiasm which is aroused by this hearing of the voice to emphasize the fact that the minds of the great may be explored through the books they have written. The National Advisory Council on Radio in Education is presenting a series of lectures by such men as John Dewey and Robert A. Millikan. It is called "The Men of America" series. Books by these men or articles about them are welcomed by the listening-reader.

To sum up, programs which are best suited to library cooperation are:

1. Programs of distinction, on nation-wide hook-ups.
2. Programs scheduled regularly, over a long period of time, so that the habit listening may easily be established.
3. Programs planned as a continuing and progressive project.
4. Programs presenting the personalities of the leaders of the day.

L. L. DICKERSON, *Chairman*
A. L. A. Radio Committee.

Columbia Celebrating Carroll's Centenary

THE ONE HUNDREDTH anniversary of the birth of Lewis Carroll will be observed at Columbia University by an international celebration January 27, at which the original manuscript and first edition of *Alice In Wonderland* will be exhibited. The display will consist of nearly 600 items, the contributors including the Library of Congress, the Pierpont Morgan Library, Columbia University Library, and the New York Public Library.

Outline of Library Development

HELP PERFEKT a fyn work. Martha Conner of Pittsburg Carnegie librari skool has completed in 179 pajes an outlyn of the histori of the development of the American public librari. A L A has brot this out in a mimeo preliminari edition & asks corektions or criticisms so the final edition may be as nearli accurat as posibl. The 1st work has been so wel dun that everi one who has nolej of eni points she has mist or faild to giv in corekt perspectiv shd feel it a duti to help perfekt the splendid work she has so creditabli started.

I am imprest with its excelence & it wil be a mirakl if a preliminari edition lyk this cd not be tucht here & ther by a fu words that wd make stil stronger this picture of this past ½ centuri of the greatest librari progres the world has ever known.

MELVIL DEWEY

Houston Celebrates Fifth Anniversary

THE HOUSTON, Texas, Public Library kept open house on November 24 in observance of the fifth anniversary of occupancy of its present building. On this occasion the gift of Miss Annette Finnigan of books and manuscripts were shown for the first time and other notable gifts of the year commemorated. The Library was established as the Houston Lyceum in 1848 and, after many years of varying fortunes, it was given City support owing to the interest and efforts of the Club Women of Houston. Mr. Carnegie gave $50,000 for a building which was opened in March 1904. After twenty years of increasing growth, during which the Library entirely outgrew the Carnegie quarters, bonds were voted for the present beautiful and adequate building which was dedicated and opened to the public in October, 1926.

Special Libraries News Notes

VOLUME I of a five-volume work on "Water Transportation" by M. E. Pellett, which was published in May of 1931 by H. W. Wilson Company, is sponsored by the Transportation Committee of the Special Libraries Association, aided by members of the American Library Association, Bibliographical Society of America, American Societies of Mechanical Engineers and of Civil Engineers, and officially endorsed by the American Association of Port Authorities. The bibliography has been arranged to show in alphabetical order a reference to books, pamphlets, reprints, and all other publications relating wholly or in part to water transportation and its related subjects.

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AN INTERESTING correspondence has appeared in *Nature* (June 13) and (August 15) relative to the applicability of the Brussels Classification to the universal bibliography of science, between Dr. Henry E. Bliss, Associate Librarian of the College of the City of New York, and author of *The Organization of Knowledge and the System of the Sciences* (1929) and Dr. S. C. Bradford, Librarian of the Science Library attached to the Science Museum, London. Doctor Bradford had published in an earlier number of *Nature* a paper advocating the adoption of the Brussels scheme for bringing the bibliography of science up to date to a project he has urged much before the Association of Special Libraries and Information Bureaux and the British Society for International Bibliography.

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A NEW magazine is to start life in January 1932—*The American Scholar,* to be published quarterly by Phi Beta Kappa, as "a non-technical journal of intellectual life, devoted to the promotion in America of liberal scholarship." The subscription is $2 a year and the editorial offices are at 145 West 55th Street, N. Y. C. The distinguished editorial board includes Dr. John Finley, John Erskine, and Harry A. Overstreet, all familiar names to librarians.

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IN THE *Wisconsin Library Bulletin* of November 1931 Miss Mary Moran Kirsch, librarian of the Legislative Reference Library, has compiled a "List of Selected Material on Unemployent and Unemployment Insurance." The list contains popular and up-to-date magazine, pamphlet and documentary material but no books.

Among Librarians

William B. A. Taylor

A MOST ATTRACTIVE personality of the library world has passed with the sudden death of William B. A. Taylor at his home in White Plains, on December 7th, from a heart attack. There had been no severe previous illness, and no absence from his work. To Mr. Taylor's associates in the New York Public Library and to his many other friends there comes with the deep sadness of his untimely death a fuller appreciation of the privilege of having known him and worked with him.

William Brinker Ayres Taylor was born December 23, 1871, in Morrison, Illinois, where his father as a pioneer doctor had long served a wide spread country practice.

After his graduation from Oberlin College in 1894, Mr. Taylor without delay began his library career in the St. Louis Public Library. His work there covered a wide range but in time became centered in the Reference Room. In 1904, he left St. Louis to become Librarian of the Mercantile Library in Cincinnati, remaining at this post until February, 1911, when he began his long service with the New York Public Library. An indication of Mr. Taylor's remarkable talent for friendship lies in the procession of old friends, former library associates and others, from St. Louis, Cincinnati, and other places where he had lived, none of whom ever failed to look him up when they came to New York City. Many of these friendships began as the somewhat casual association of librarian and library patron.

From May, 1911, until the beginning of 1920, Mr. Taylor was Chief of the Accessions Division of the New York Public Library. Then for nearly twelve years he had been in charge of the American History Room, returning to direct contact with a library's readers and helping in a field of research that interested him keenly. Here again his kindly sharing in the interests of others and his capacity for friendship were much in evidence.

Universally liked for his engaging personality, his wholly simple, candid, and unassuming, though quietly humorous, attitude toward people and life, and because of his own capacity for friendship, he was in no less degree admired and respected for his high qualities of mind and taste.

Funeral services, for the immediate family only, were held at the home on December 9th.

Elizabeth Claypool Earl

NO WARMER FRIEND of the small public libraries of Indiana existed than Mrs. Earl. For thirty-five years she had been watching their efforts, sympathizing with their problems and rejoicing in their successes. We of today knowing only our strong Indiana Library Association and the ready help of the State Library's Extension Division cannot realize the difficulties and pitfalls which faced librarians in the period before the little group of men and women in which Mrs. Earl was active, paved the way for the Indiana Library Commission. Mr. Faurot, Miss Ahern and Miss Hoagland could tell us much of those pre-Commission days.

And with the energy, the time, the means and the interest went that personal charm, the gracious manner, the assurance of courteous attention which she had used as weapons in winning so many of those earlier victories for the library movement of Indiana.

Few women who have the time and means at their disposal are so willing as was Mrs. Earl to use these gifts whole-heartedly in the public interest. Until of very recent years at least, never a penny would she accept for the traveling expenses which she incurred.

No one library could mean to Mrs. Earl what the library movement meant. No large library be it Indianapolis, Gary, Muncie or Lafayette could mean to her what library service to the small town or rural community meant. This is why her interest in the State Library as an institution was less warm than her interest in the work of its Extension Division fostering and encouraging the local service. This was the part of the work to which she had always given thought and sympathy and it was a source of grief to her that the combination of Indiana's library interests under the new State Board finances made it impossible to continue to do as much for the smaller libraries of the state as the Commission with its larger staff had been able to do. With her Library Commission background and interests she placed the emphasis in the name "State Library Board" so as to interpret it "The Library Board of the State" not "The Board of the State Library" and she felt it keenly when she could not make the new Board as a whole see as she saw, feel as she felt—that this fostering of local library units and spirit throughout the state was of as great importance as developing a strong centralized institution in the capital.—W. J. HAMILTON.

Joshua Eddy Crane

WITHIN A FEW weeks a very modest, unassuming gentleman has joined the procession of librarians who have recently died. Mr. Crane will be remembered, in the immediate vicinity where his labors for thirty-six years were carried on, as a fine type of gentleman and scholar, cultured, unassertive, a man of positive convictions, yet tolerant and broad-minded; his influence for good was of great value to the city of Taunton, Mass., where he carried on the Carnegie Library for over thirty-six years. A graduate of Brown University, for a number of years a teacher, not only in this country but in Syria, over forty years ago he started his work as a librarian which was to occupy the rest of his life. Mr. Crane was not prominent at library conventions, nor was he well-known far away from his home city, but it is men like that who carry on the torch as fine examples for the younger generation of library people.

GEORGE H. TRIPP.

Charles F. D. Belden

AT A MEETING of the Trustees of the Public Library of the City of Boston held on December 4, 1931, the following resolution was adopted to be spread upon the records:

It was given to Charles F. D. Belden to direct the Public Library of the City of Boston for fourteen years. Wisely and well he used the opportunity. Assuming office with a definite and proper conception of an institution whose privilege it is to bring knowledge and pleasure, recreation and stimulus to a great and expanding community, he was fortunate enough to watch the steady fulfilment of his hopes. Always in sympathy with scholarship, he systematically increased the treasures of the Library, and expanded the facilities for their use, but never lost sight of his fundamental purpose of providing for all the people the means of self-enlightenment and of enlarging self-respect. Nor did he take the narrow view of a professional educator, but understood that the needs of a community are infinite, that people require entertainment and distraction as well as information and knowledge. He realized that as it is the privilege of the people to go to the Library, so it is the duty of the Library to go to the people, and the inauguration of a policy of persistent building and maintaining in high efficiency branch libraries throughout the city met with his energetic support. We are grateful for the length of his service. We are proud of the loyalty which he inspired throughout the great body of Library employees, and we recall with satisfaction how far beyond the limits of his city he was able to extend the influence of his principles, and the contagion of his enthusiasm. Charles Beldon was an ornament to his profession, and a faithful steward of his trust. We, the Trustees, who have watched the culmination of the work to which he gave his life, are willing witnesses to his happy and successful career, and desire to spread upon the permanent record of our Library's history this appreciation of a firm friend, a good citizen, and a great Librarian.

Necrology

MRS. ELIZABETH CLAYPOOL EARL of Muncie, Indiana, formerly president of the Indiana Library Commission, died December 9, 1931.

MRS. ALICE G. WHITBECK, county librarian of the Contra Costa County Free Library, Martinez, Calif., for eighteen years, died at the Stanford Hospital in San Francisco on November 12.

Appointments

ERNESTINE BROWN, Illinois '22, technology assistant, Seattle Public Library, has been granted a year's leave of absence to take a similar position in the Cleveland Public Library. Genevieve C. Newel, an assistant in the Reference and Business Information Departments of the Cleveland Library for several years, has come to the Seattle Public Library as exchange assistant for Miss Brown.

CARL L. CANNON, Albany '17, chief of the Acquisition and Book Order Divisions of the New York Public Library, has been appointed head of the Accessions Division of the Yale University Library, beginning February 15, 1932.

GENEVIEVE GEIGER, Drexel '28, has accepted an appointment as librarian of Haverford Township, Pa., Senior High School.

WINIFRED GREGORY, Wisconsin '10, editor of the *List of the Serial Publications of Foreign Governments*, has been appointed assistant to the American Library Association's Cooperative Cataloging Committee, of which Keyes D. Metcalf of the New York Public Library is chairman.

ALICE L. JEWETT, Albany '14, first assistant in the Economics Division of the New York Public Library has been appointed assistant librarian of the Mount Vernon, N. Y., Public Library starting February 1, 1932.

Opportunities For Librarians

Trained assistant, twelve years' varied experience, college graduate, desires position in university library. Excellent references. A10.

•

College and library school graduate with M.A. in economics, a teacher's certificate, business, bibliographical research experience, wants position in reference department of a university, junior college or public library, or as librarian in a business library. Pacific Coast preferred. A11.

•

Young woman with A.B. degree in Library science, some public and college library experience, and elementary teaching experience, desires position of any type. Z10.

Willamette Gets Funds

A GIFT of $1,000 was left to Willamette University by the late J. K. Gill, who died in Portland, Oregon, recently. Mr. Gill specified that the money should be used in the library department and it is stated that Dr. Doney, President of the University, said the money should be used in purchasing books.

Queens Borough and Cleveland Compared

IN SUBMITTING the budget for 1932 of the Queens Borough (N. Y.) Public Library to the New York Board of Estimate and Apportionment, the President of the library's Board of Trustees pointed out that in the city of Cleveland, Ohio, with a population similar to that of Queens Borough, the library system has a book inventory of 1,400,000 volumes as compared with less than 500,000 in Queens, and an annual book appropriation of $360,000. Queens is asking for the sum of $250,000 for books, and hopes for as much more in the next two years to bring up the book inventory to a million volumes. Forty per cent of the population of Cleveland were registered borrowers in 1930 and the annual circulation of books was 9,490,688. The personnel of the library system consists of over one thousand employees.

The Queens Borough Public Library has showed remarkable development since 1925, when its budget was only $276,690. The budget was $749,933 in 1931. The amount asked for 1932 was $1,334,891, of which $793,069 was designed for personal service and $541,822 for other than personal service.

The Calendar Of Events

January 15, 1932—Massachusetts Library Club. winter meeting at Lecture Hall, Boston Public Library.

•

March 4-5, 1932—New Jersey Library Association and Pennsylvania Library Club, annual meeting at Hotel Chelsea, Atlantic City, New Jersey.

•

April 25-30, 1932—American Library Association annual meeting at Roosevelt Hotel, New Orleans, La.

•

May 9-11—California Library Association, annual meeting at Biltmore Hotel, Santa Barbara, California.

•

October 13-15—Pennsylvania Library Association, annual meeting at the Nittany Lion, State College, Pennsylvania.

•

October 26-29—Southwestern Library Association, annual meeting at Little Rock, Arkansas.

Free for Transportation

THE FOLLOWING publications from special libraries are free on payment of transportation charges. Address requests to Marian C. Manley, Newark, N. J., Public Library.

American Medical Assoc. Council of Pharmacy and Chemistry. Annual reprint of reports, 1925.
American Pharmaceutical Assoc. Collective Index to Vols. 51 to 59 of the Proceedings and to Vols. 1 to 14 of the Yearbooks of the Pharmaceutical Assoc. 1903-1925 inclusive.
American Society for Municipal Improvements. Vol. 35, March 1930.
Bender's lawyers' diary and directory, 1931.
Continental schools (Mondover) Paris, 1927.
Corporation Trust Co. Federal Trade Commission Service, 4th edition. Vol. I—Laws, Rules, Submittals, Cases; Vol. II—Complaints Stipulations.
Dept. of Education, City of New York. Directory, 1927.
Donnelley's Red Book. National Buyers' Guide and Sales Catalog. January, 1920.
General Electric Co. General electric catalog, 6001B.
International encyclopedia, vol. 1. (Contains who's who in insurance publishers, 1910.)
Kallman, M. M., et al. Mercantile credits, 1914.
Lloyd's calendar, 1925-6.
Lyon, J. B., Company. State of New York annual report of the Superintendent of Banks. December 31, 1929.
The Melliand, Inc. 3 vols. Vol. 1, No. 5, August 1929; Vol. 1, No. 6, September 1929; Vol. 1, No. 7, October 1929.
McCall Company. Increasing the load.
National Board of Fire Underwriters. Premiums and losses, 1926.
National Convention of Insurance Commissioners. List of securities, 1926; 1927 (with supplement) 1928 (with supplement); and 1930.

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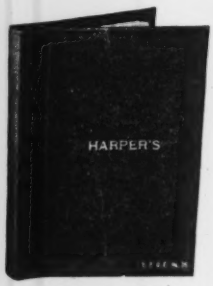

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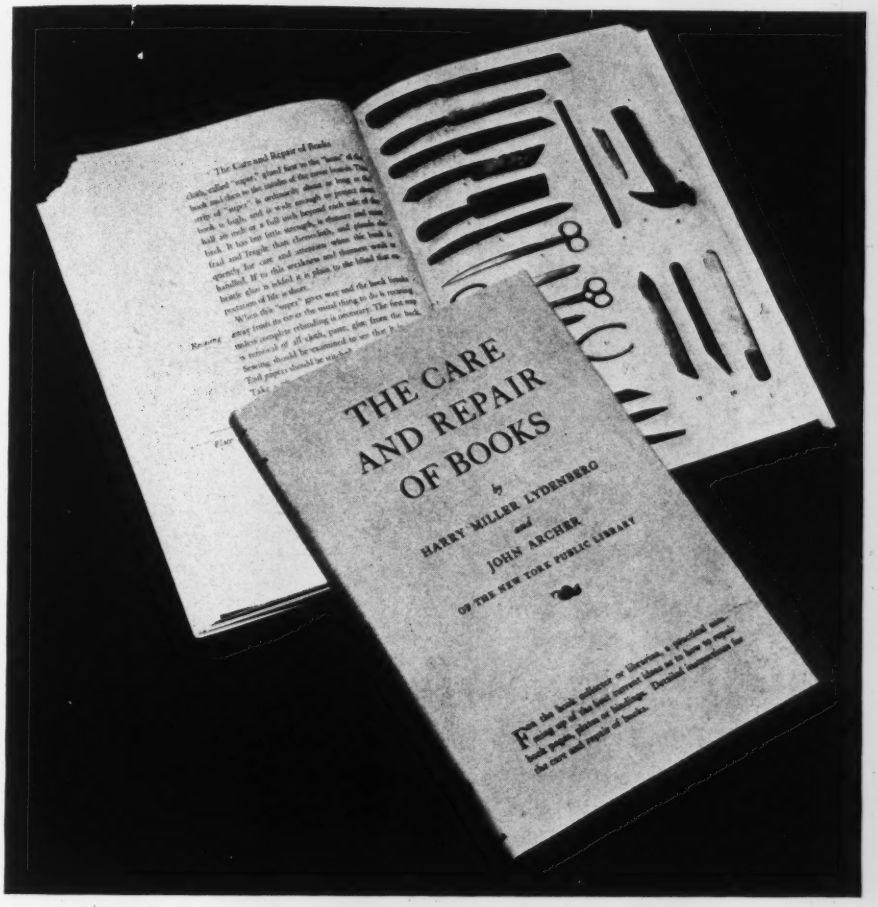

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LIBRARY

The subject headings, when possible follow those in H. G. T. Cannons' Bibliography of Library Economy (Chicago: American Library Association, 1927), to which the monthly lists in the LIBRARY JOURNAL form a continuing supplement. A cumulation of the unannotated lists published in the LIBRARY JOURNAL during 1927 may be found in the AMERICAN LIBRARY DIRECTORY SUPPLEMENT 1928 (R. R. Bowker Co., 1928, p. 201-211). It is planned to issue annotated lists similar to the present bibliography at regular intervals.

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